DOCUMENT RESUME

ED 099 567 CE 002 654

AUTHOR Vogler, Daniel E.; Patton, Gregory
TITLE The Development and Implementation of Pre-service and In-service Occupational Teacher Education Programs Designed to Meet Certification and Baccalaureate Degree Requirements. Project Report No. 3: July 1, 1973--June 30, 1974.
INSTITUTION Michigan Univ., Ann Arbor. School of Education.
PUB DATE 74
NOTE 241p.

EDRS PRICE MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS Educational Alternatives; Educational Innovation; Educational Programs; Higher Education; *Individualized Programs; *Inservice Teacher Education; Job Placement; *Performance Based Teacher Education; Pilot Projects; Program Descriptions; Program Evaluation; Special Education; Student Certification; *Teacher Education; Transfer Students; Undergraduate Study; Universities; Vocational Education; *Vocational Education Teachers; Work Experience Programs

ABSTRACT

The University of Michigan's Occupational Teacher Education Program was designed as an alternate approach to traditional occupational teacher preparation. The project had as its objectives: (1) the identification and validation of occupational teacher competencies, (2) the provision of across-the-board occupational teacher education, (3) the preparation of occupational teachers to work with the disadvantaged and handicapped, (4) the consideration of different abilities and levels of motivation so that self-paced learning can evolve, (5) the preparation of graduates of two-year vocational programs to teach, and (6) the provision of inservice teacher education. The project is summarized in the document, and the results of the project's fourth phase (implementation and operation with juniors, seniors, and beginning teachers) are reported. The staff concluded that the program operation was consistent with general objectives for the project. A program profile is drawn, recounting policy, recruitment procedures, course syllabi, and placement procedures. Followup data pertaining to the first 16 graduates of the program are offered; the researchers conclude that the followup system works successfully, but that the small number of graduates limits the usefulness of the first data obtained by the system. Six concluding remarks are presented, aligning with the six general objectives. (AJ)

BEST COPY AVAILABLE

ED 092567

The Development and Implementation of Pre-service and In-service Occupational Teacher Education Programs Designed to Meet Certification and Baccalaureate Degree Requirements (report number three)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Occupational Education Programs
School of Education
The University of Michigan
Ann Arbor, Michigan 48104

Prepared by:
Daniel E. Vogler
Gregory Patton

PROJECT REPORT

July 1, 1973 - June 30, 1974

PROJECT NUMBER
3184 0129

PROJECT TITLE

The Development and Implementation of Preservice and Inservice Teacher Education Program Designed to Meet Certification and Baccalaureate Degree Requirements

PROJECT DIRECTOR

Daniel E. Vogler, Coordinator
Undergraduate Occupational Teacher Education Program

PROJECT STAFF

John Odbert, Assistant Professor
Daniel Vogler, Associate Professor
Gregory Patton, Teaching Fellow
Linda Kresnye, Secretary

SUPPORT STAFF

Madge Attwood, Lecturer
Daniel Brown, Assistant Professor
Gordon McMahon, Professor
Ralph Wenrich, Professor

PREFACE

"Learning is fun.

Teaching is learning.

Learning to teach is super fun.

The Occupational Teacher Education Program is dedicated to providing effective and efficient alternatives to traditional teacher education. Should our approach become so efficient as to preclude fun, we wish it dead."[1]

Dan

Greg

John

Madge

---

[1]From our first report, August, 1972.

TABLE OF CONTENTS

Page

PREFACE. ii

LIST OF TABLES vi

LIST OF FIGURES. vii

Chapter

I. PROJECT OVERVIEW. 1

Program Abstract. 1

Program Background. 4
Competency-Based
Comprehensive and Across-the-Board
Disadvantaged
Capstone

Project Design. 12
Phase One: Planning
Phase Two: Implementation and Operation
Phase Three: Implementation and Operation with Juniors and Seniors
Phase Four: Implementation and Operation with Juniors, Seniors, and Beginning Teachers

II. RESULTS - PHASE FOUR. 18

Program Revisions 18
Curriculum Structure
Course Revisions
Courses D301 and D304: Directed Teaching in the Secondary School and Seminar for Directed Teaching
Course D319: Methods of Teaching for Occupational Education Teachers
Courses E362, E363, E364: Occupational Processes (Structured Work Experience)
Course E460: Occupational Education Experience in the Community School

Page

Course E462: Development, Organization and Use of Instructional Materials (A-V and Micro-Teaching)
Course E463: Modern Occupational Practices (Working with the Disadvantaged Student)

Junior Student Recruitment and Matriculation . 26
Recruitment
Matriculation

Senior Student Matriculation 28

Validation of Competencies and Instructional Materials. 29
Competencies
Instructional Materials

Alternate In-Service 31

Follow-Up of Graduates 32

Summary Phase Four 33

III. PROGRAM PROFILE. 34

Program Policy 34

Recruitment Procedures 39
Minimum Requirements
Source of Students
Recruitment Process

Course Syllabi 43
D301 Directed Teaching in Secondary Schools
D304 Problems and Principles of Secondary Education
Directed Teaching Manual
D319 Methods of Teaching for Occupational Education Teachers
D592 Practicum In Teaching Methods
Cooperating in a Teaching Practicum
E362, E363, E364 Occupational Processes
E460 Occupational Education Experience in Community Schools
E462 Development, Organization, and Use of Instructional Materials

Page

E463 Modern Occupational Practices

Placement Procedures. 182

Summary 182

IV. GRADUATE FOLLOW-UP SYSTEM AND DATA. 184

Career Base Line Data 185

Teaching Survey 186
Curricular Components
Occupational Education Courses
Selected Classroom Competencies
Non-Classroom Competencies

Supervisor Evaluation 193

General Characteristics 195

Teacher Evaluation. 195

Non-Teaching Survey 197

Summary 203

V. CONCLUSIONS AND RECOMMENDATIONS 204

Conclusions 204

Recommendations 206

Summary of Conclusions and Recommendations. . 207

Appendices

Appendix A: Abstract of the 1973 Health Occupations Curriculum Development Institute 208

Appendix B: Follow-Up Cover Letters and Questionnaires 213

LIST OF TABLES

Table		Page
1.	Teaching Graduates' Evaluation of Curricular Components of Undergraduate Occupational Teacher Education Program.	.187
2.	Graduates' Evaluation of Occupational Education Courses.	.189
3.	Graduates' Evaluation of Selected Teacher Competencies	.190
4.	Percent of Teaching Graduates Performing Selected Non-Classroom Activities.	.194
5.	Teacher Evaluation - Teacher Recommendations	.196
6.	Teacher Evaluation - Dimensions of Teaching.	.198
7.	Non-Teaching Survey	.202

LIST OF FIGURES

Figure		Page
I-1	Curriculum Outline Described by Functional Course Titles.	3
I-2	Systems Model Utilized in Accomplishing Objectives of Study.	16
III-1	Preliminary Application.	42

CHAPTER I

PROJECT OVERVIEW

This chapter was organized as a chronological reverse. Three subheadings formed the framework as follows: Program Abstract, what the program was; Program Background, why the program was needed; and, Project Design, how the program was developed and implemented.

PROGRAM ABSTRACT

The University of Michigan's Occupational Teacher Education Program utilized a competency oriented approach to teacher training. The program was comprehensive and did not distinguish between occupational service areas such as T & I, Health Occupations, Business, and Distributive Education, for its professional course content. The technical content was quite different depending on the occupational subjects to be taught. Common professional teaching competencies were emphasized while individualized learning contracts and directed teaching experiences facilitated the application of these competencies to specific service areas.

The undergraduate pre-service and in-service program began in the fall of 1971 with students recruited from community college vocational-technical curricula. Students

with occupational work experience were given priority in enrollment, and those without work experience were enrolled in Structured Work Experience courses designed to provide on-the-job learning experiences. All students were encouraged to maintain their occupational competencies by participating in part-time work in their respective occupational areas during the program.

Students with a minimum of fifty-five semester hours of transfer credit and letters of recommendation entered the program as juniors and could complete the requirements in two years. Baccalaureate degrees were earned and graduates were qualified for general and vocational teacher certification.

One hundred thirty-seven competencies formed the basis of the curriculum content for The University of Michigan's program. The competencies were chosen from the 384 competencies identified in the "Model Curricula for Vocational and Technical Teacher Education" project at The Center for Vocational and Technical Education, Ohio State University. Competence was developed through a variety of learning experiences. These learning experiences included the development of professional competence in areas given minimal attention in many other teacher education programs, e.g., teaching the socio-economically disadvantaged, development of student-centered instructional techniques, and self evaluation through directed teaching. The curriculum schedule, described as functional course titles, is outlined in Figure I-1

Semester One Courses	Semester Two Courses
Methods[1]	General Education
Micro-Teaching and A-V	Minor Requirements
Educational Psychology[1]	Foundations of Occupational Education[2]
Educational Sociology[1]	Electives
On-Site Urban Observation	
Field-Based Practicum	
Structured Work Experience	

SUMMER

Structured Work Experience

Semester Three Courses	Semester Four Courses
General Education	Directed Teaching[1]
Minor Requirements	
Electives	

Figure I-1: Curriculum Outline Described by Functional Course Titles[3]

---

[1]Required for teacher certification.

[2]Required by Occupational Education Program.

[3]Courses and semesters may be interchanged with the limitation that directed teaching must be done with senior standing.

The starting point within the schedule depended upon the entry skills possessed by the student. The competencies to be developed were grouped according to courses.

Interim evaluation of the Undergraduate Occupational Teacher Education Program has indicated success. Courses received high ratings in relation to other courses in the School of Education, attrition was less than five percent, and earned grade points were in excess of 3.00, on a 4.00 scale, for over seventy-five percent of the students.

PROGRAM BACKGROUND

Since the passage of the Vocational Education Act of 1963, both secondary and post-secondary occupational programs have grown extensively. The Vocational Education Amendments of 1968 caused further expansion of these programs including the requirement that occupational education also serve the disadvantaged and handicapped. If the mandates of these legislation were to be met, the quantity and quality of occupational teachers had to be increased.

Existing teacher training institutions provided natural delivery systems for occupational teachers. However, changes were required for these institutions to meet new and increasing demands. It was well recognized that preservice and inservice occupational teacher education programs should be designed so that baccalaureate and

certification requirements were met. The Occupational Teacher Education Project at The University of Michigan was not only concerned with meeting the increasing demands for occupational teachers, but also with insuring that the teachers were of a higher quality than had previously been the case.

Occupational teachers should be prepared in two ways. They should possess occupational knowledges, skills, and attitudes which enable them to provide educational experiences for students studying an occupation, and they should also possess teaching competencies to extend these skills and knowledges. Traditional teacher education programs have dealt with the problems of concurrent development of occupational and teaching competence. Although the traditional approach was workable, new alternatives were mandated. Therefore, this project challenged the following assumptions underlying traditional teacher education programs in an attempt to provide other alternatives.

1. What a teacher does is intangible and cannot be identified.
2. The qualities and skills necessary to teach one occupation differ from those necessary to teach another occupation.
3. All students have the same needs and respond to the same methods of teaching.
4. Students enter programs with the same abilities and progress through a program at the same rate.

5. Preparation for teaching is best provided through a continuous four-year university curriculum.

6. Inservice teaching education programs are an insufficient means of meeting occupational teacher manpower needs.

The Occupational Teacher Education Program at The University of Michigan was based on different assumptions. Although none of the assumptions were original, the combination as the foundation for one program was unique. These assumptions were as follows:

1. Teaching competencies can be identified and validated.

2. Teaching for occupations requires specific competencies which are common for all occupational teachers.

3. Students bring to every educational experience a variety of backgrounds and past experiences, and therefore have individual needs and patterns of learning.

4. Students have different abilities and levels of motivation, and thus progress through a program at different rates.

5. The community colleges and certain private vocational-technical schools are doing an outstanding job of developing technical occupational competencies. Graduates of these programs can be prepared to teach.

6. Inservice teacher education can be an efficient means of providing qualified occupational teachers.

As a result of operationalizing the aforenoted assumptions, the program was characterized by combining four precedent setting concepts in occupational teacher education. The concepts were: a) competency-based teacher education

(CBTE), b) comprehensive and across-the-board, c) emphasis on teaching the disadvantaged, and d) capstone.

Competency-Based

The program utilized selected competencies from the 384 competencies identified and validated in the "Model Curricula for Vocational and Technical Teacher Education" study by Cotrell, Finch, et al., at The Center for Vocational Technical Education, The Ohio State University. The selected competencies were grouped and assigned to courses. The competencies were the basis for all content taught. Performance objectives evolved which specified the conditions under which performance was expected, the desired performance, and the criteria for assessment of performance.

A variety of delivery systems were utilized to provide learning experiences. Credit generation by successful completion of performance objectives within the framework of a course was retained. The typical group and classroom approach during the professional education block was supplemented with individualized instructional modules, seminars, structured work experience, workshops, community-based observations, field-based classroom practicums, micro teaching, and individualized conferences. These delivery systems existed during the professional education block.

Directed teaching served as the culminating experience. The competencies utilized during the preparation courses

established the parameters for the experience. The responsibility for assessment of entry performance level was shifted to the student. The responsibility for assessment of exit performance level was shared by the student, cooperating teacher, and the university supervisor.

Comprehensive and Across-the-Board

Traditionally, occupational teacher education programs have been categorical in structure. Trade and industrial teachers, agricultural, technical, home economics, business, health, and distributive programs were charged with preparation of teachers for these categories. Often, the various categories would be located in separate departments, divisions, and even colleges. Rarely, if ever, were the students prepared via common instruction.

The University of Michigan, Occupational Education Program, blends all categories together and places emphasis on teaching students an occupation rather than teaching an occupation to students. Several distinct advantages accrue to this approach: a) provides delivery system consistent with non-categorical legislation and funding, b) provides students with broad exposure to occupational education, c) provides a valuable prelude for preparation of occupational education leaders, d) provides emphasis on student's profession rather than his trade, e) provides emphasis on teaching/learning rather than occupational content, and

f) provides an efficient delivery system capable of producing teachers in highly specialized, rare, or emerging occupations.

Disadvantaged

The federal vocational education legislation of 1963 and 1968 mandated higher priorities for vocational education to the disadvantaged student. The significance of the higher priorities was accented by the categorical funding policies established. Indeed, state and local education agencies were required to provide vocational education or sacrifice maximum funding by the federal government. Implementation of the disadvantaged mandate was hampered by several obstacles. Notwithstanding, vocational teachers were not prepared to teach the disadvantaged student.

The University of Michigan's Occupational Teacher Education Program addressed the knowledges, skills, and attitudes required by vocational teachers to teach the disadvantaged. The following components were integrated into the Occupational Teacher Education Program for the express purpose of addressing the teaching of disadvantaged vocational students. These components were additive with respect to the regular program.

1. The student participated in an on-site workshop in Detroit, Michigan. The workshop provided sheltered exposure to community and family environments. Cooperation with sixteen social agencies facilitated the workshop.

An intensive interaction seminar followed the workshop.

2. The student observed and aided one day per week in a Detroit public school vocational class under the supervision of a certified teacher. The experiences were coordinated via a weekly seminar with university staff in charge.

3. The educational psychology and educational sociology courses were taught in the urban setting, with other urban education students, and by instructors with urban education backgrounds. The content and sequence of learning activities were coordinated with the rest of the professional education experience.

These three components served as a structured means by which knowledges, skills, and attitudes for teaching the disadvantaged could be addressed. Although specificity of content and results remained allusive, behavior toward the disadvantaged student appeared to change in a positive manner.

Capstone

The capstone concept required that an occupationally competent student be "capstoned" with no more than two years of college training to complete a bachelor degree. The capstone concept was not an invention of The University of Michigan. However its adoption and application to occupational teacher training was crucial to the program and created considerable flexibility.

The acceptance of this concept was predicated upon three basic assumptions. First, the community college or

other post-secondary occupational training center provided better facilities, equipment, and staff to provide occupational training than the university. Secondly, credit earned for training in an occupation should be recognized for transfer to the occupational teacher training program at the university. Thirdly, students should be permitted to change occupational goals from the occupation trained for to teaching the occupation.

The aforenoted assumptions, when accepted, permitted the necessary administrative details to be established. Consequently, additional flexibility related to the teacher training program evolved. Noteworthy were the following:

1. The university need not invest resources to duplicate facilities, equipment, and staff for the preparation of occupationally competent prospective teachers. Thus, the primary function of the university was professional teacher training.

2. Students could now accrue sufficient credits to graduate within two additional years of college work. Thus, the time line for development of a teacher, from recruitment to graduation, was reduced to two or less years.

3. The base for recruitment was expanded to include the community college and other post-secondary occupational training institutions. Thus, the recruitment of students directly from industry was not necessary.

4. The traditional problem of dual commitment to both an occupation and a teaching profession could be addressed. Formerly student and teacher trainers could not separate the two objectives. However, the capstone concept provided a convenient separation point. Thus, a student would not be recruited to the program

unless already occupationally competent and expressing an open desire to become a teacher.

PROJECT DESIGN

Can an occupational teacher education program: a) be competency oriented, b) provide learning experiences to students representing a wide variety of occupations, c) develop skills, knowledge, and attitudes necessary to teach the disadvantaged and handicapped, d) enable students to progress at their own rate, e) prepare teachers at the upper division level, and f) meet the needs of both the preservice and inservice student? This multiplicity of questions provided the basis for the project. These questions translated to the general objectives of the project. The general objectives were as follows:

1. To identify and validate occupational teacher competencies.
2. To provide across-the-board occupational teacher education.
3. To identify and implement learning experiences to prepare occupational teachers to work with the disadvantaged and handicapped.
4. To consider different abilities and levels of motivation so that self-paced learning can evolve.
5. To prepare occupational graduates of community colleges and select private vocational-technical schools to teach occupational education.
6. To provide effective and efficient inservice teacher education preparation.

In order to best meet the objectives, this study was designed as a four phase system. Phase One was the planning phase. Phase Two was the implementation and first year of operation. Phase Three was the first year of operation with both juniors and seniors. And Phase Four was operated with juniors and seniors enrolled and the initial graduates in their first year of teaching. The program has been operational three years.

Phase One: Planning

The planning phase began January 1, 1971, and extended to June 30, 1971. The specific objectives for this phase were:

1. To initiate discussions within The University of Michigan (including representatives of admission, records, institutes, and other schools), regarding the feasibility of a procedure for establishing the program.

2. To initiate discussions within The University of Michigan, School of Education, regarding the feasibility of and procedures for establishing the program.

3. To establish and initiate discussions with an advisory committee consisting of administrators of secondary and community college vocational-technical programs regarding the feasibility of and procedures for establishing the program.

4. To identify and employ personnel to implement the program.

5. To develop and disseminate student recruitment materials.

Phase Two: Implementation and Operation

Implementation began July 1, 1971, and students were admitted to the fall semester. Phase Two extended to June 30, 1972. The specific objectives for this phase were:

1. To recruit a pilot group of students.
2. To construct a competency oriented curriculum based upon the "Model Curricula for Vocational and Technical Teacher Education."
3. To develop course syllabi.
4. To matriculate the pilot students from the community college through their junior year at the university.
5. To evaluate Phase One and to make appropriate revisions.

Phase Three: Implementation and Operation with Juniors and Seniors

Phase Three commenced July 1, 1972, and extended to June 30, 1973. The specific objectives for this phase were:

1. To revise the program based upon outputs from Phases One and Two.
2. To recruit and matriculate twenty to thirty junior students through the first year of the program.
3. To matriculate the presently enrolled students through the senior year of the program.
4. To develop and implement the directed teaching component of the program.
5. To investigate and try alternate inservice approaches for occupational teacher education.

Phase Four: Implementation and Operation With Juniors, Seniors and Beginning Teachers

Phase Four commenced July 1, 1973, and extended to June 30, 1974. The specific objectives for this phase were:

1. To revise the program based upon outputs from Phases One, Two, and Three.
2. To recruit and matriculate an additional thirty to forty students through the first year of the program with fifty per cent originating from the health occupations area.
3. To matriculate presently enrolled students through the senior year of the program.
4. To continue validation of competencies and instructional materials for the preparation of occupational teachers capable of teaching the socio-economically disadvantaged student.
5. To investigate and try alternate inservice approaches for occupational teacher education.
6. To follow-up graduates from the pilot group of students recruited during Phase Two.

The four phase system was designed to enable continuous and ongoing evaluation. Each phase and the respective objectives were viewed as separate components, however, each component bears a relationship with all other components. Figure I-2 conceptualizes the model used.

The inputs for each component came from a variety of sources. The judgmental process was the responsibility of the project staff. The output was considered the product of the study. To date, all four phases have been completed. Phases One and Two were reported in the first report August,

BEST COPY AVAILABLE

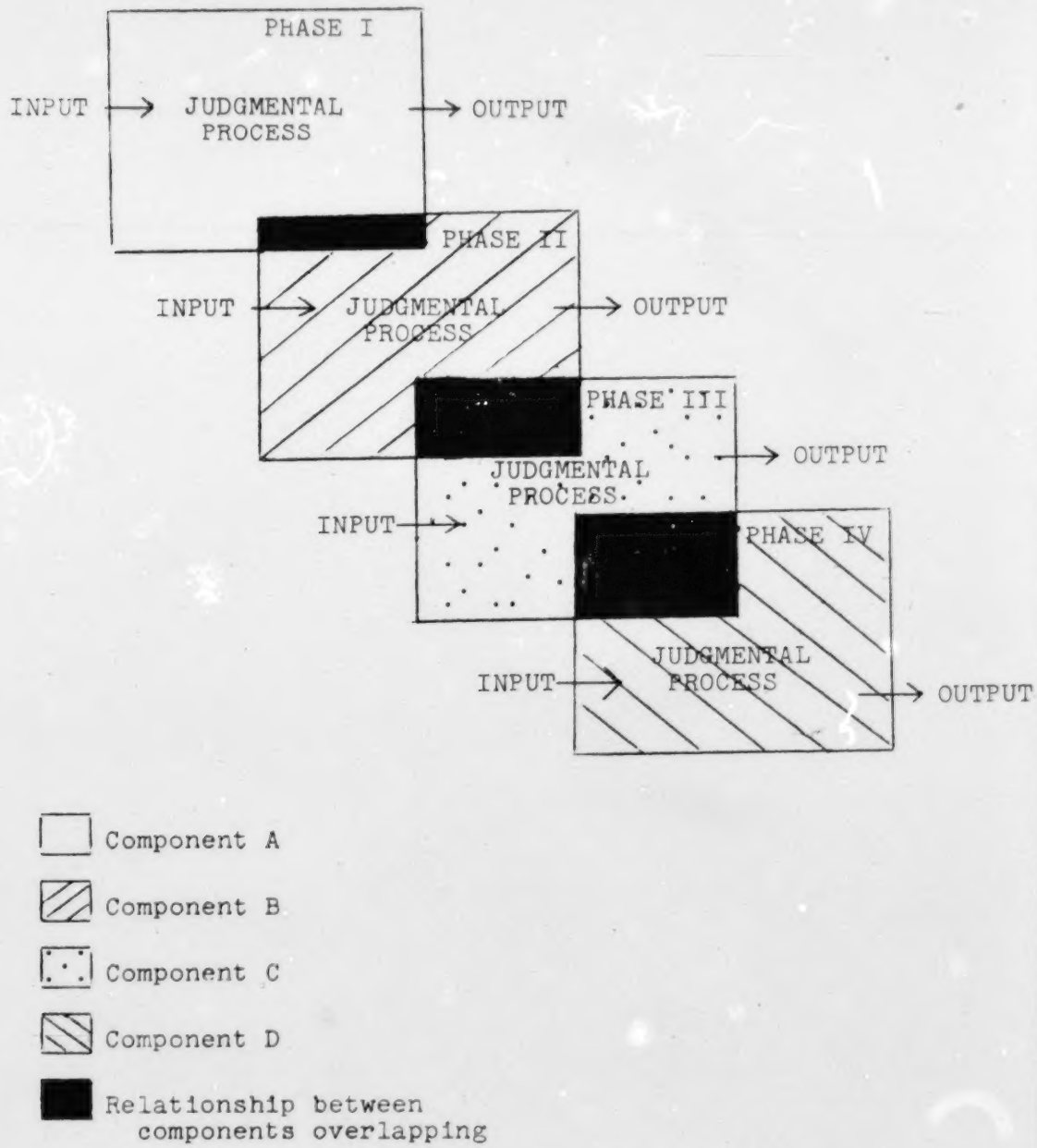


Figure I-2: Systems Model Utilized in Accomplishing Objectives of Study

1972. Phase Three was reported in the second report August, 1973. This report addressed Phase Four and summarized the project.

CHAPTER II

RESULTS - PHASE FOUR

The results of Phase Four are reported in this chapter. The results are products of the efforts to meet the objectives for Phase Four. The products were as follows: a) the revision of the program based upon cumulative recommendations of Phases One, Two, and Three, b) the recruitment and matriculation of an additional thirty-six students through the first year of the program, c) the matriculation of the thirty-one senior students already enrolled in the program, d) the continued validation of competencies and instructional materials for use in the program, e) the investigation and trial of alternate in-service approaches for occupational teacher education, and f) the follow-up of graduates from the program.

PROGRAM REVISIONS

Curriculum Structure

The curricular structure for the program was modified to incorporate recommendations evolved from Phases Two and Three. The curricular structure followed during Phase Four was outlined in Chapter One. There were two principle curricular changes.

One change involved the altering of course credits to accomodate the addition of a teaching practicum. The practicum permitted students to participate in classroom activities one day per week in the Detroit Public Schools and was scheduled concurrently with the methods class. The practicum syllabus may be found in Chapter Three of this report.

The other principle change provided a curriculum pattern to align with students aspiring to teach in a nonsecondary setting. Students expressing this desire were advised of the consequences of a curricular deviation and provided with an individualized curriculum. The deviations typically altered the directed teaching component of the program. Students specifying no interest in a secondary school position were exempted from directed teaching. These students were required to complete an individualized program including a minimum of twenty semester hours of credit in education. These students graduated with a degree in education without secondary teaching certification. Students specifying a dual interest were provided a split directed teaching assignment in a secondary and a post-secondary institution. The students were required to complete eight semester hours of credit at the secondary level. These students graduated with a degree and secondary teaching certification. Students specifying interest mainly in

each of the courses offered during Phase Three. The course syllabi, as revised, may be found in Chapter III.

Courses D301 and D304: Directed Teaching in the Secondary School and Seminar for Directed Teaching

Recommendations:

1. Continue course as outlined in Phase Three.
2. Develop a system of credit for inservice students.
3. Investigate a student teaching internship which would be superimposed over the professional education term.

Resulting Changes:

1. The directed teaching and supporting seminar were continued as outlined during Phase Three. Efforts were continued to utilize the experience as the culmination of the undergraduate professional education experiences. The responsibility for specific learning experiences were shifted to students. The amount of paper work required for the experience was minimized. The directed teaching manual developed during Phase Three provided the structure for directed teaching. The seminar content was identified by students. Placement activities and development of professional credentials were included in the seminar.
2. Inservice students, those students already employed in teaching, were permitted to enroll for half-day directed teaching for eight semester hours credit rather than all-day and twelve semester hours of credit. The two students concerned elected assignments in schools other than their own. Their schedules permitted the option without loss of salaried teaching. The staff would support students desiring to do directed teaching on-site should the occasion arise.

secondary schools followed the curricular pattern outlined in Chapter I.

The program continued to utilize degree requirements, certification requirements, and individual advisement procedures to determine a given student's curricular pattern. The background competence and future goals of the student were primary inputs for curricular pattern decisions. Courses were required, encouraged, or waived based upon these inputs. Credit for courses was granted only via demonstrated competence. The competence requirements were specified in various course syllabi. Refer to Chapter Three for the syllabi.

The curriculum was delivered by The University of Michigan faculty. The professional occupational education courses were taught by four separate occupational education staff members. Regular meetings were held with the educational psychology and sociology staff members. These meetings helped facilitate a systemic professional education block.

Course Revisions

The Occupational Teacher Education Program courses were revised during Phase Four. The revisions were primarily internal in nature and commensurate with recommendations drawn at the close of Phase Three. The recommendations and resulting changes for Phase Four are reported below for

3. A long-range goal of the occupational education staff is the investigation of an intermeshed professional education term. Theoretically, a student could enroll and progress through the professional education experience as rapidly as the student could demonstrate competence. A trial of this approval awaits software in the form of individualized instructional modules.

4. The Occupational Directed Teaching Manual served as the course syllabus. Refer to Chapter III for presentation.

Course D319: Methods of Teaching for Occupational Education Teachers

Recommendations:

1. Continue course as group experience with the addition of optional enrichment modules.

2. Utilize a field-based experience to show need for teaching/learning approaches, methods, and techniques.

Resulting Changes:

1. The course was continued as a competency-based group oriented course. Competency statements were reviewed and systematically sequenced to reveal goal statements and consequent performance objectives. The course remains the only course with regular weekly meetings. Thus, this course affords the base for program continuity. Discussions have continued with the Center for Vocational-Technical Education, Ohio State University, regarding use of instructional modules related to D319 competencies. No final arrangement has been consummated.

2. A field-based practicum opportunity was implemented during Phase Four to enhance the course content in D319. Students enrolled for two semester hours of credit in D592 and participated in various secondary occupational programs within the Detroit public schools. The D592 syllabi may be found in Chapter III.

3. Refer to Chapter III for a copy of D319 course syllabus.

Courses E362, E363, E364: Occupational Processes (Structured Work Experience)

Recommendations:

1. Develop the course totally as an individualized course with instruction via modules. Support information should be provided via seminars and individual conferences.

2. Consideration should be given to changing the E362, E363, and E364 sequence to one course with variable credit and permit students to repeat enrollment three times.

Resulting Changes:

1. The substantive content for this course was delivered via instructional modules, supporting seminars, and individual conferences. Students were encouraged to complete modules and consult with the instructor. Seminars were utilized for interaction and expansion of modular topics. Closed loop feedback was provided via input and output from modules. Individual contracts were utilized by students progressing beyond the initial seminar. The structure for work experience resulted from the occupational analyses completed by the student. Supervision at the work station was not provided.

2. Consideration was given to changing the E362, E363, and E364 sequence to a variable and repeatable single course. The staff elected to retain the separate course numbers while incorporating a floating competency-based content structure. Thus, a student would progress through a sequenced set of competencies regardless of enrollment order. This approach retained several options afforded by three separate courses and improved flexibility and control over competence mastery.

3. Refer to Chapter III for the E362, E363, and E364 course syllabi.

Course E460: Occupational Education Experience in the Community School

Recommendations:

1. Continue the course as a group instructional experience with addition of optional enrichment modules.

2. Continue to use class sessions for exposure to outside resource persons.

Resulting Changes:

1. The course was continued as a group experience. Enrichment projects were encouraged. Various projects were proposed and negotiated with the instructor. Practically all projects included direct contact with school personnel on-site.

2. Approximately one-third of the class sessions were devoted to resource persons or field trips. Both E460 sessions included on-site reactions with Department of Education staff and legislators in Lansing.

3. Refer to Chapter III for a copy of the course syllabus.

Course E462: Development, Organization and Use of Instructional Materials (A-V and Micro Teaching)

Recommendations:

1. The A-V areas should be modularized.

2. Class sessions should be used for micro peer teaching.

Resulting Changes:

1. The A-V areas of the course were modularized. Development of competence was possessed upon

entry or developed in the self instructional laboratory. The demonstration of competence was provided during micro teaching or individualized evaluative sessions.

2. Class sessions were devoted to micro-peer teaching. Each student had portions of micro teaching video taped for review and critique. Final evaluation involved self-evaluation techniques.

3. Refer to Chapter III for a copy of course syllabus.

Course E463: Modern Occupational Practices (Working with the Disadvantaged Student)

Recommendations:

1. Modularize fifty per cent of the course.

2. The inner city workshop utilizing social agencies for a sheltered workshop should be continued.

3. Enrichment opportunities to work directly with communities should be provided.

Resulting Changes:

1. The institution of the field-based practicum resulted in credit reduction for this class. Consequently, modularized content for the course was deleted.

2. The inner city workshop with follow-up interaction session was continued.

3. Students were encouraged to work directly with disadvantaged persons. The field-based practicum helped facilitate this effort. Other experiences were negotiated on an individual basis. Credit was granted in certain situations for independent study and involvement.

JUNIOR STUDENT RECRUITMENT AND MATRICULATION

Recruitment

Nominations of outstanding occupational students were sought from community college occupational personnel and presently enrolled students. Inquiries resulting from nomination and word of mouth were followed-up. Information packages describing the program were sent with an invitation to schedule an interview. Approximately one-third of the inquirers progressed to the interview stage. Approximately one-half of the students interviewed were recruited to the program. Occupational quotas, desire for a part-time program, objection to a Detroit-base, and uneasiness about a teaching career continued as the common constraints to enrollment.

Internal program goals were established to provide a student mix with a minimum of fifteen percent minority, fifty percent health occupations, students with some work experience in occupational areas, and southeast Michigan community college representation. Persons already in teaching positions and desiring to meet degree and certification requirements were urged to apply for admission. Internal restraints dictated that only a small number could be accommodated. The thirty-six recruited junior student's profile included:

1. Six minority - 17 percent
2. Nineteen health occupations - 52 percent
3. Fourteen different occupational backgrounds
4. Thirteen transfer institutions
5. Six month to twenty-six years related work experience
6. Thirty-two preservice students
7. Four inservice students

Matriculation

Thirty-one of the thirty-five admitted junior students remained in the program throughout the year. Four students did not enroll in any classes. These students all cited financial constraints as reasons for not attending. One student, because of financial reasons, exited the program and may return at a later date.

Transcripts of students were evaluated upon entry to determine placement and, thus, compute exit course requirements. Credits in 100 level or above courses, earned grades of C or better, and of an academic nature were eligible for transfer. The only pattern of non-transfer courses was in the area of physical education as The University of Michigan does not require it. Slightly more than ninety-seven percent of the recruited students' credits were applied toward their program. All students were projected to be able to complete the program in two

academic years or less. Projected elective courses ranged from none to twelve. Generally, students were projected to have four semester hours of electives.

Students were advised to begin the program in the professional education block based in Detroit. The second term was spent on the Ann Arbor campus devoted to meeting general education and minor requirements. Eight different minors were elected by the group. Ten students elected to enroll for credit during the third trimester.

Each of the thirty-one active junior students in the program earned more than twelve semester hours of credit per term. Grade points earned averaged over 3.00 on a 4.00 scale, and no student was placed on academic probation.

SENIOR STUDENT MATRICULATION

Thirty-one students began Phase Four of the project with senior standing. Sixteen had graduated since the inception of the program. Twenty-seven of the thirty-one students were full-time while the remaining four students were part-time. At the end of Phase Four, twelve more students had graduated. Eleven more students are expected to graduate by the end of August, 1974. Thus, thirty-nine students are expected to graduate by the end of three years of program operation.

Evaluation of transcripts at the close of Phase Four revealed that no student was on probation. The composite grade point average for the group was in excess of 3.00. The students had elected thirteen different minors and approximately fifty percent of their credits were earned outside the School of Education.

All sixteen graduates of the program at the close of Phase Three could have taught. However, five of the sixteen students chose alternate goals. All five of the students obtained or continued their employment in industry. Placement of all students appears probable providing the student does not impose severe geographic or economic restrictions. The follow-up of these students may be found in Chapter IV.

VALIDATION OF COMPETENCIES AND INSTRUCTIONAL MATERIALS

Competencies

The occupational education staff continued to scrutinize the competencies associated with the program. The competencies were grouped and sequenced to formulate performance goals and objectives. The criteria of reference for the various performance objectives facilitated the implementation of qualitative measures of competence. The quantitative aspects of the program were facilitated by the number

of competencies specified for the various courses. These competencies may be reviewed for the respective courses in Chapter III.

The staff continued to labor with the identification and validation of competencies required to work with the disadvantaged student. The products of these efforts were not satisfactory to date. Affective competencies required by occupational teachers loomed as a difficult task. The staff felt that these competencies, although allusive to explicit specification, were addressed in the program. The staff hypothesized that unobtrusive measures would be needed to measure the effectiveness of their efforts.

The follow-up of graduates provided further evidence of competencies required by occupational education teachers. This input was collected at the close of Phase Four and therefore was not a contributing factor for change. The occupational education staff submitted that follow-up data would provide the best information possible for future refinement of the program.

Instructional Materials

The instructional materials required to deliver professional education commanded considerable attention from the staff. The various course syllabi reflect certain instructional material development. The reference material was supplemented with resource handouts, modules, field-based

instruction, mediated experiences, and considerable instructor-student interaction. Student feedback via course evaluations supported that the occupational education staff had provided excellent support instructional materials.

The occupational education staff continued its work toward individualizing and modularizing instructional materials. No doubt, the expected release of materials in module form from the Center for Vocational-Technical Education should be most helpful.

ALTERNATE IN-SERVICE

Inservice education for teachers without degrees and for health occupations teachers was given high priority during Phase Four. The program continued to have approximately ten percent of its enrollment consisting of teachers without degrees. Matriculation constraints relating primarily to The University of Michigan's orientation toward day students hampered smooth matriculation. Therefore most inservice students were from the southeast Michigan area. Discussions were continued with The University of Michigan - Flint, Shaw College of Detroit, Lewis Business College of Detroit, and The University of Michigan - Dearborn in an effort to develop alternate options of serving inservice education. Final actions in this direction are in a pending status with all schools concerned.

The health occupations inservice included joint sponsorship of a curriculum institute. The sponsors included the Smart Family Foundation, the National Institutes of Health, and the Michigan Department of Education via this project. The curriculum institute included an intensive, eight-week workshop on campus, and monthly Saturday seminars for twenty-four health occupations teachers. In addition, a Saturday conference for one hundred forty health occupations teachers was conducted in Lansing, Michigan, during January. More details of these efforts may be found in Appendix A of this report.

FOLLOW-UP OF GRADUATES

The Occupational Teacher Education Program had produced sixteen graduates eligible for employment in fall, 1973. Follow-up questionnaires and a system were devised during Phase Four. The Vocational Teacher Education Evaluation Project, 1973, conducted by Dr. John H. Hillison, Western Kentucky University, Bowling Green, Kentucky was utilized as a model. Permission for utilization and modification was granted by Dr. Hillison.

The follow-up was conducted during the later stages of Phase Four. The students had completed eight months of teaching. Inasmuch as the data collected referred to Phases One, Two, Three, and Four, the results were reported in a separate chapter. The results may be found in Chapter IV.

SUMMARY PHASE FOUR

The results of Phase Four corresponded to the output from meeting the objectives for Phase Four. The program operated with junior, senior, and first year graduates. The occupational education staff concluded that all objectives had been addressed and that the program operation was consistent with general objectives for the project.

CHAPTER III

PROGRAM PROFILE

This chapter was written to present a substantive overview of the Occupational Teacher Education Program. The material was organized to provide the reader with a) program policy, b) recruitment procedures, c) course syllabi, and d) placement procedures. The data for the aforenoted areas were derived via the systems approach outlined in Chapter I. Thus, the information represents the program status at the close of three years of operation. Naturally, one would expect this information to represent the best judgment to date while expecting improvements in the future.

PROGRAM POLICY

Several general guidelines for operation of the Undergraduate Occupational Teacher Education Program have evolved during the past three years. The guidelines frame the philosophical concepts upon which the program has been developed and implemented. The guidelines were divided into ten policy statements and contingent administrative controls. The policy and administrative controls must be kept consistent

with policy existing within the School of Education. Should inconsistency exist, the School of Education policy takes precedence. The policy and contingent administrative control are enumerated in the section which follows.

Policy Statement 1: The Undergraduate Occupational Teacher Education Program will be competency-based.

Administrative Control 1.1: Course syllabi will be developed and updated each year for each course.

Administrative Control 1.2: The course syllabi will specify competencies and/or performance objectives to be addressed in the course.

Policy Statement 2: The Undergraduate Occupational Teacher Education Program will be comprehensive (students will represent several occupational specialties) and be across-the-board (students from different occupational backgrounds will be served via common courses).

Administrative Control 2.1: A recruited student must possess a minimum of 30 semester hours credit in an occupational specialty listed in the document, U.S.O.E. Codes and Titles.

Administrative Control 2.2: Secondary teacher certificate candidates must possess 30 semester hours credit in an occupational service area for which The University of Michigan is approved.

Policy Statement 3: The Undergraduate Occupational Teacher Education Program will consider supply-demand trends in planning for student recruitment.

Administrative Control 3.1: Data from the Michigan Department of Education will be sought to determine supply-demand projections.

Administrative Control 3.2: Informal data from experience, from local administrators, and from follow-up studies will be sought.

Administrative Control 3.3: Quotas relating to minority, sex, and occupational specialty areas will be set prior to each recruitment period.

Policy Statement 4: The student recruited to the Undergraduate Occupational Teacher Education Program must be eligible for junior standing.

Administrative Control 4.1: Junior standing will be verified by an official transcript from an accredited post-secondary institution with 55 semester hours of transfer credit.

Administrative Control 4.2: Or, junior standing may be verified by a registered nurse providing the applicant: a) provides credit on an official transcript, b) possesses valid Michigan licensure, c) possesses two years of work experience as a nurse during the past five years, and d) possesses a minimum of fifteen semester hours of nonspecialty transfer credit on an official transcript from an accredited post-secondary institution.

Policy Statement 5: The student recruited to the Undergraduate Occupational Teacher Education Program will be considered occupationally competent upon entry in the program.

Administrative Control 5.1: The student must possess a minimum of 30 semester hours of post-secondary occupational specialty credit verified (as mandated in "Administrative Controls for Policy Statement 4").

Administrative Control 5.2: The student must have earned at least C or better in each occupational specialty course transferred.

Administrative Control 5.3: The student's occupational specialty credit becomes the student's teaching major and this credit becomes part of the student's University of Michigan transcript. The appropriate teacher certification code(s) from U.S.O.E. Codes and Titles will be assigned.

Administrative Control 5.4: The student must provide letter(s) of recommendation from the transferring institution, or an occupational education faculty member designated substitute, attesting to the student's occupational competence and support as a candidate for teacher training.

Policy Statement 6: The student before graduating with teacher certification from the Undergraduate Occupational Teacher Education Program must have worked two years, 4,000 hours, or equivalent in the occupation for which teacher certification is sought.

Administrative Control 6.1: Upon entry to the program, the student's occupational work experience is evaluated to determine the extent of work experience required, if any, while enrolled in the program. Letter(s) of verification from employers is required.

Administrative Control 6.2: The student requiring more work experience shall meet this requirement in one or a combination of two ways as follows: a) working in the occupation hour for hour to complete the deficit. Letter(s) of verification from employers is required, b) structured work experience accomplished by enrolling and successfully completing requirements as specified in the structured work experience course. Course numbers for SWE course are E362, or E363, or E364. Each hour worked during a structured work experience shall have a multiplier of four applied.

Policy Statement 7: The Undergraduate Occupational Teacher Education student, based upon expressed desire not to teach at the secondary level, will have an individualized curricular pattern developed jointly between the student and the advisor.

Administrative Control 7.1: The student upon entry into the program will be advised of this option.

Administrative Control 7.2: The requirements for a degree in education without teacher certification as outlined in The University of Michigan Bulletin, School of Education will serve as the parameter for curricular planning.

Administrative Control 7.3: The curricular plan will be developed jointly between student's advisor and student.

Policy Statement 8: The Undergraduate Occupational Teacher Education Program's directed teaching component will align with student's prior teaching experience.

Administrative Control 8.1: The student will be advised at or before placement of the above policy.

Administrative Control 8.2: The election request for enrollment will be signed only if all-day directed teaching is elected.

Administrative Control 8.3: The student with at least three months teaching experience with pay may exercise either an all-day or half-day directed teaching option.

Policy Statement 9: The Undergraduate Occupational Teacher Education Program will promote a strong placement component.

Administrative Control 9.1: All students before exiting the university will be encouraged to establish a professional set of credentials with the Career Planning and Placement Service, The University of Michigan.

Administrative Control 9.2: The occupational teacher education staff will maintain an open file of position vacancies reported to the staff.

Administrative Control 9.3: The importance of job placement will be addressed as content in the E362 structured work experience seminar.

Policy Statement 10: The Undergraduate Occupational Teacher Education Program supports an open appeal system regarding decisions related to this program.

Administrative Control 10.1: Differences may be channelled in writing according to the following sequence: the person with whom the conflict has occurred, the advisor, coordinator of the Undergraduate Occupational Teacher Education Program, Occupational Teacher Education Program Chairman, Occupational Education Program staff as a whole.

Administrative Control 10.2: Differences not appropriate to the aforenoted shall follow the procedures outlined in The University of Michigan Bulletin, School of Education.

RECRUITMENT PROCEDURES

The recruitment of students for the Undergraduate Occupational Teacher Education Program received high priority during the four phases of the project. The occupational education program staff worked toward refinement of a recruitment process which would a) yield an occupationally competent person, b) be capable of successfully completing a degree at The University of Michigan, and c) have high probability for becoming an outstanding teacher. The recruitment procedure follows.

Minimum Requirements

Minimum requirements were set for admission into the program. These requirements included 55 semester hours of post-secondary credit, at least a grade point average of 2.5,

a distribution of credits including at least 30 semester hours of vocational specialty credit and 20 semester hours of non-specialty credit, completion of an interview, and letter of recommendation. More specific information regarding minimum requirements was presented in the policy section of this chapter.

Source of Students

Michigan community colleges were the primary source of students for the program. However, students from other post-secondary accredited institutions were considered and admitted to the program. Examples included cross-campus transfers from the University of Michigan Dental Hygiene Program, Ferris State College, Lawrence Institute of Technology. In addition, registered nurses were recruited from hospital diploma programs. Specific information related to transfer credit was presented in the policy section of this chapter.

Recruitment Process

Nominations of outstanding community college vocational graduates were sought from local community college personnel and former students of this program. Certain students, apparently by word of mouth, made direct contact with the Occupational Education Program. Regardless of contact method, the potential students were sent a "Preliminary

Application" card. See Figure III-1 for an example. The potential students making inquiry via telephone provided the data during the conversation. This assisted the secretary in structuring the inquiry.

Students meeting the minimum requirements for admission were then sent a packet of information describing the program. The packet included a cover letter, brochure, official application, and information related to financial aids, etc. The cover letter invited interested potential students to schedule an interview.

Interviews were conducted by either professors Attwood or Vogler. This was done to facilitate continuity of admission. The interview proved to be most helpful in detailing the program opportunities. A decision to encourage or discourage the student regarding formal application was made by the close of the interview. Naturally, final admission depended upon a completed application and satisfactory letter(s) of recommendation.

The formal application was submitted to the Admissions Office. In turn the application was forwarded to the Occupational Education Program for recommendation. The formal application upon approval by the Occupational Education Program held a slot for the student. The application, with recommendation for or not for admission, was returned to the Admissions Office for official action. The process from contact

PRELIMINARY APPLICATION
UNDERGRADUATE OCCUPATIONAL TEACHER EDUCATION PROGRAM

(Last Name) (First) (Middle Initial) (Age) (Phone)

(Number) (Street) (City) (State) (Zip) (Grade Point Avg.)

(Community College) (Occupational Program) (Date of Completion)

(Most Recent Employer) (Position) (No. of Months)

(Other Employer—If Any) (Position) (No. of Months)

(Other Employer—If Any) (Position) (No. of Months)

In the space below, state why you want to be an occupational teacher:

Figure III-1: Preliminary Application

to admission required as little as one week time but more often required six weeks time.

The official evaluation of credit was shared among admissions officers and the Undergraduate Occupational Teacher Education Program Coordinator. The non-specialty credit was evaluated by admissions officers and specialty credit by the Undergraduate Occupational Teacher Education Program Coordinator. Any duplication or omission of course credit evaluation were cooperatively reviewed by the Undergraduate Occupational Teacher Education Coordinator and the School of Education Recorder. The frequency of duplication and/or omission was drastically reduced with experience.

A group orientation for all admitted students culminated the recruitment process. The orientation facilitated information exchange, response to questions, completion of necessary forms, and advanced registration. The orientation was scheduled approximately three weeks before school was scheduled to begin. Every student attending the orientation attended classes when the term began. The orientation, therefore, provided helpful final enrollment data for classes.

COURSE SYLLABI

The potential educational experiences provided the occupational teacher education student were detailed via

course syllabi. The course syllabi were developed to communicate intended input, process, and output for a given course. The syllabi were provided to students upon election of classes or prior to the class for review. The following section is comprised of the course syllabi under the direct control of occupational education staff. The order of presentation aligns with the School of Education Bulletin's listing of the courses. The curricular outline presented in Chapter I provided information regarding elective or required status, and the order which a student would likely take the courses. The following order of presentation follows: D301 and D304; D319; D592; E362, 363, 364; E460; E462; and E463.

D301
DIRECTED TEACHING IN SECONDARY SCHOOL

D304
PROBLEMS AND PRINCIPLES OF SECONDARY EDUCATION

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Programs

D301-1
D304

DIRECTED TEACHING IN SECONDARY SCHOOL
D301 8-12 Semester Hours
PROBLEMS AND PRINCIPLES OF SECONDARY EDUCATION
D304 2 Semester Hours

COURSE DESCRIPTION

See School of Education Bulletin.

COURSE FOCUS

Application of learning/teaching in the classroom setting.

GENERAL PURPOSES

1. To provide an opportunity to apply learning/teaching knowledges, skills, and attitudes in the classroom setting.
2. To develop further learning/teaching competence.
3. To provide a medium for open exchange of problems and solutions pertaining to learning/teaching.

SPECIFIC COMPETENCIES

The competencies addressed in previous occupational teacher education courses will be utilized to form the parameters for directed teaching.

See Occupational Directed Teaching Manual for a list of specific competencies and the procedure for addressing the competencies.

REFERENCE MATERIALS

No required text. The student will be expected to draw upon previous references used in the professional education courses. A bibliography of materials will be provided by the Directed Teaching Office. The student should begin or expand a resource file during these courses.

STUDENT CONTRIBUTIONS

1. The student will fulfill responsibilities as outlined in Secondary Directed Teaching Manual and Occupational Directed Teaching Manual.

2. Regular input into the D304 seminar as agreed upon by the group.

EVALUATION

D301 will be evaluated as per described in the Occupational Directed Teaching Manual. A grade of P (pass), F (fail), or I (incomplete) are possible.

D304 will be evaluated against a learning contract developed by the student and negotiated with the instructor. A grade of A - F is possible.

BEST COPY AVAILABLE

OCCUPATIONAL EDUCATION DIRECTED TEACHING MANUAL

Occupational Education Programs
School of Education
The University of Michigan
Ann Arbor, Michigan 48104

Phone: (313) 764-8423

DIRECTED TEACHING MANUAL

TABLE OF CONTENTS

Introduction. 4

Responsibilities. 6
Student Teacher. 6
Cooperating Teacher. 6
University Supervisor. 7

Suggested Learning Activities . . . 8

Evaluation. 9
Conducting a Critique Session 10
Evaluation Forms , , ... 13

Final Evaluation. 21

Appendix A. 22

PREFACE

This manual is intended to assist in the following manner:

1. To provide a means by which directed teaching can be structured for flexibility.

2. To provide a basis for individualizing the directed teaching experience.

3. To enhance communication between the student teacher, the cooperating teacher and the university supervisor.

4. To insure that directed teaching is an experience which will result in GROWTH of the student teacher.

The extent to which this manual contributed to these objectives is the measure of its worth. We trust that it will be used for nothing less and perhaps a great deal more. Questions, comments and suggestions will always be welcomed.

Dan Vogler

INTRODUCTION:

One hundred thirty-seven teaching competencies have been identified and incorporated into the Undergraduate Occupational Teacher Education Program. The directed teaching experience for prospective teachers of occupational programs should provide the student teacher with the opportunity to further develop teaching competency in the classroom, the school and the community. See Appendix A for a list of competencies.

The directed teaching experience is a cooperative effort between the student teacher, the school and the Occupational Education program of the University of Michigan. Those involved providing learning experiences should remember:

1. Each student teacher will present a different background of experience and a varying range and degree of teaching competency.

2. It is unrealistic to expect perfection of the student teacher; the student teacher is a learner and as such, should be expected to show ever increasing growth and development.

3. The directed teaching experience should provide the opportunity for the student teacher to increase both the quality and quantity of teaching competency and prepare the student to assume the position of a <u>beginning teacher</u>.

The success of the directed teaching experience will depend upon:

1. The responsibility, direction and experience given the student teacher.

2. The initiative and responsibility assumed by the student teacher.

3. The degree to which the directed teaching experience is adapted to meet the individual needs of the student teacher.

This Handbook provides guidelines and defines responsibilities. However, creativity and resourcefulness are required of all concerned with directed teaching if teaching competencies are to be developed.

RESPONSIBILITIES:

Student Teacher

1. Review competencies and competency assessments with the cooperating teacher.
2. Identify and share with the cooperating teacher those competencies which need to be developed.
3. Become familiar with the policies and practices of the school.
4. Become familiar with the community.
5. Interpret the directed teaching experience to those in the school and community who are unfamiliar with it.
6. Ask for assistance from the cooperating teacher in planning teaching activities.
7. Take the initiative in becoming acquainted with students.
8. Evaluate your performance frequently.
9. Seek formal and informal evaluation from the cooperating teacher regularly.
10. Take an active part in school activities.

Cooperating Teacher

1. Provide opportunities for the student teacher to observe and participate in an occupational program.
2. Interpret the policies and regulations of the local school to the student teacher.
3. Demonstrate pedagogical skills for the student teacher.
4. Review student teacher's competencies and plan learning activities with the student teacher.

5. Plan activities for the student teacher which draw upon and enriches college course work.

6. Assign responsibilities to the student teacher commensurate with his or her background of knowledge and experience.

7. Consult regularly with the student teacher regarding planning, execution, and evaluation of teaching.

8. Confer regularly with the student teacher regarding his or her performance.

9. Confer with the university supervisor and the student teacher regarding plans for and evaluation of the total student teaching experience.

University Supervisor

1. Identify and approve schools and cooperating teacher who will provide directed teaching experience.

2. Facilitate the assignment of students to schools and cooperating teachers.

3. Serve as the liaison between students and directed teaching center.

4. Conduct critique visits.

5. Coordinate evaluation of the student teacher.

6. Assume final responsibility for assignment of grade for directed teaching experience.

SUGGESTED LEARNING ACTIVITIES

The things a student teacher does in the directed teaching experience are closely related to what the student will learn. Therefore, it is important that planning and structuring of the student teacher's activities occurs.

The following suggestions can be adapted to the individual student teacher and the particular school setting. Learning will be maximized if:

1. The student teacher contacts the cooperating teacher prior to starting directed teaching to discuss course content, expectations and responsibilities.

2. The student teacher develops teaching plans consistent with course objectives.

3. The cooperating teacher has a plan for orienting the student teacher to the students, the classroom and the school.

4. The student teacher initially has the opportunity to observe the cooperating teacher at work and has observation experiences in other occupational and non-occupational classes.

5. The student teacher and the cooperating teacher utilize the competencies the student teacher has identified as needing improvement in structuring learning activities. (Example: D319 #16. Establish critiera for student performance. The student is dissatisfied with his or her performance on this competency. The student and the cooperating teacher decide that the student would benefit from writing performance objectives for a unit).

6. The student teacher gradually assumes more responsibility and prior to the end of the directed teaching experience has assumed responsibilities comparable to the normal classroom load of the cooperating teacher.

7. The student teacher assumes a leadership role in identifying learning situations during the student teaching experience.

EVALUATION:

Evaluation is an integral part of the learning process. The student teacher shares in the evaluation process but the advantage of comments and suggestions from an experienced teacher is invaluable. Future growth for the student teacher will be dependent on his/her acceptance of the suggestions and comments made. This acceptance might best be accomplished if agreement on goals and process exist and opportunity for discussion of the evaluation is provided immediately after the observations are made.

The following evaluation forms are examples of guides for the evaluation process in directed teaching. It is not expected that all these forms be utilized. The student teacher and the cooperating teacher will decide on the form they will use or they may develop their own format. The student teacher's ability to meet specific objectives and to realize improvement will be enhanced if there is consistency in the form used. One form may be chosen and used as the basis of evaluation at daily or weekly intervals. When agreement is achieved, additional forms can be obtained from the university supervisor.

Conducting a Critique Session

No other responsibility of the cooperating teacher is more important or offers more opportunity for teaching than the critique session. It is one thing to provide a student teacher experiences in the classroom, but it is quite another to sit down with the student at the end of the day and analyze teaching performance, identify areas of strength and make suggestions for improvement.

A successful critique session depends on the use of two important ingredients. One, there must be a model of good teaching which the cooperating teacher uses as a standard of comparison. Two, the teaching model must be broken down into evaluative criteria which can be used for judging performance.

The critique process is familiar to the student teacher. Critique sessions were an important part of micro-peer teaching experience. Suggested steps in the critique session are:

1. The cooperating teacher serves as chairman of the critique session and starts the discussion by asking the student teacher to evaluate his/her teaching performance.

2. If present, a second student teacher is given the opportunity to comment on the strengths and areas for improvement of his fellow student teacher's performance.

3. The cooperating teacher presents his conclusions and recommendations regarding the student teacher's performance; however, the most successful critique occurs when questions are posed which guide the student teacher to "discover" his/her own mistakes.

4. If present, the University supervisor is asked to comment and make suggestions.

5. Steps 1 and 3 can be used for each phase of classroom teaching; for example, in evaluation of interest approach, development of objectives, questioning, planning, etc.

Using these steps does not insure a successful critique session. Special attention should pe paid to the following suggestions and practices:

1. Promote self evaluation. If a student teacher does not learn the art of self-analysis and self-evaluation before his/her student teaching experience has been completed, he/she will not have the necessary tools to grow on the job.

2. Remember that telling is one of the most ineffective methods of teaching. The student teacher will remember longer and will apply more readily those suggestions for improvement which he/she "discovers."

3. Expect professional growth and development on an increasing scale of quality. Do not expect perfection.

4. Provide reasonable balance between praise and criticism. This balance must be determined on the basis of the individual needs of the student teacher.

5. Be specific when giving praise or criticism. Statements such as "You really did a good job today;" "You did a lousy job;" "You'd better get to work," are confusing and provide little basis for further development.

6. Encourage the student teacher to try new ways of getting the job done.

7. Use a clinical rather than a analytical approach in working with the student teacher. Permit the studen teacher to save face.

8. Check the student teacher's teaching plan before it is used. Many poor teaching practices can be avoided if this is done daily.

9. Consider the conditions under which the student teacher is operating. The student teacher should adjust his methods to fit the class and the situation but allowances must be made for the student teacher's lack of experience and lack of knowledge of the class.

10. Evaluate teaching performance on the basis of what the students are doing and how they are reacting as well as on the basis of the student teacher's performance.

11. Avoid giving the student teacher too many "don'ts." Suggest possible alternatives and use phrases such as "Have you ever tried...?" "I wonder what would happen if..."

12. Have the student teacher summarize the conference by asking questions such as "What have we agreed upon?" "What will you do to improve your teaching?"

13. Encourage the student teacher to observe your teaching and evaluate it. Observation of effective teaching helps the student teacher develop a style and model.

14. Provide the student teacher with regular feedback. Initially, a critique session should be a daily occurrence. As the student improves, the critique session can be held less frequently or for shorter periods of time.

Evaluation of Teaching Performance - A

Date	Student Teacher	Evaluator

Areas of Strength:

Areas for Improvement:

Suggestions:

Teaching Evaluation Sheet - B

Date _____ Student Teacher _____ Evaluator _____

Planning	Excellent	Average	Remarks
Suitability of area covered			
Choice of teaching methods			
Organization of materials			
Use of learning aids			

Presentation			
Introduction and motivation			
Clarity of objectives			
Voice technique			
Skill in demonstration			
Meeting individual differences			
Summary			

Results

	Excellent	Average	Remarks
Student interest			
Student participation			
Learning achieved			

Most effective feature of presentation _____

Least effective element of presentation _____

Suggestion for improvement _____

Evaluation of Teaching Performance - C

Date	Student Teacher	Evaluator

A. Instructional environment (comments)

B. Student teacher relationship (comments)

	Evaluation Ex., Good, Fair, NE*
C. Introducing the lesson	
1. Review--looking back	_____
2. Problem area identified	_____
3. Interest approach	_____
D. Presenting the lesson	
1. Student involvement	_____
2. Student teacher interaction	_____
3. Questioning technique	_____
E. Closing	
1. Summary	_____
2. Evaluation	_____
3. Assignment	_____
4. Preview--looking ahead	_____
	Overall rating___

Commendations:

Recommendations:

*Not evident

Evaluation of Teaching Performance - D

Date _____ Student Teacher _____ Evaluator _____

	Superior to Unacceptable
AIMS	
A. Were the learning aims of this lesson understood?	1 - 2 - 3 - 4 - 5
B. Were the learning aims of this lesson well developed?	1 - 2 - 3 - 4 - 5
CONTENT	
C. Was the content of this lesson meaningful?	1 - 2 - 3 - 4 - 5
D. Was the content of this lesson well organized?	1 - 2 - 3 - 4 - 5
METHOD	
E. Was the method employed appropriate to the aims of the lesson?	1 - 2 - 3 - 4 - 5
F. Was the method employed appropriate to the learner?	1 - 2 - 3 - 4 - 5
G. Was the method employed successful in terms of the lesson's learning aims?	1 - 2 - 3 - 4 - 5
EVALUATION	
H. Did the teacher evaluate his success by keeping in contact with the learners?	1 - 2 - 3 - 4 - 5
I. Did the teacher's method of lesson evaluation encourage learner participation?	1 - 2 - 3 - 4 - 5
ACCOMPLISHMENT	
J. Does the learner have a feeling of accomplishment (general evaluation)	1 - 2 - 3 - 4 - 5

COMMENTS

Teaching Evaluation - E

Date	Student Teacher	Evaluator

1. Was attention of group attained?

2. Was interest of group obtained?

3. Were present practices of and past experiences of group obtained?

4. Were problems identified?

5. Were goals and standards of performance established?

6. Were problems defined so that they were understandable?

7. Were problems delimited so they could be "attacked?"

8. Were trial solutions (hypotheses) evaluated?

9. Was adequate information obtained or provided to solve problems?

10. Were conclusions summarized?

Demonstrations:

11. Was interest of learners maintained?

12. Was one point considered at a time?

13. Were key points stressed?

14. Was follow-up provided?

Teacher Evaluation - F

Date _____ Student Teacher _____ Evaluator _____

		Above Average	Average	Below Average
A.	Initiative--takes the lead--willing to take responsibility--is an organizer.			
B.	Conscientious--industrious--hard working--sincere--wants to do a good job--is prepared.			
C.	Tactful--skillful in dealing with delicate situations--keen sense of what to say or do to avoid offense--diplomatic.			
D.	Expression (oral and written)--can speak and talk with students and others--expresses self clearly good talker--good writer--good listener.			
E.	Maturity--acts his age--acts more like an adult than a boy--grown up--not kiddish.			
F.	Dependability--reliable--trustworthy.			
G.	Attitude--is eager and optimistic highly interested in becoming a teacher--enthusiastic about his work--willing to learn and to take suggestions--professional spirit.			
H.	Occupational Background--knows subject matter--can perform necessary job skills--experience is well-rounded and practical.			

I. Other comments: _____

_____

_____

FINAL EVALUATION:

EVALUATION IS AN ON-GOING PROCESS. Frequent evaluation has been encouraged and the suggestions made have allowed for individual differences and preferences. This on-going process culminates in the following final evaluation requirements.

1. The student teacher and the cooperating teacher will each complete an assessment of the competencies on which the program is based. Assessment of teaching competencies is to be based on reasonable expectations for a beginning teacher. A conference between the cooperating teacher and the student teacher will be held to compare and discuss the assessments. The assessments will be delivered to the university supervisor at the close of the directed teaching experience.

   Note: The competencies are identified in Appendix A.

2. A written evaluation will be completed by the cooperating teacher, discussed with the student teacher and submitted to the university supervisor at the close of the directed teaching experience. The student teacher and the cooperating teacher will choose the evaluation format which best suits their situation.

3. The last supervisory visit made by the university supervisor should be utilized by the student, the cooperating teacher and the university supervisor for final evaluation. At this time a final grade will be assigned. It is assumed that the student teacher, cooperating teacher and the university supervisor will have established a relationship in which there is mutual understanding and agreement. Therefore, the grade should be acceptable to all persons participating in the evaluation process. In the event that there is not unanimous agreement, a conference with an occupational education faculty member will be held to resolve the differences.

APPENDIX A

The University of Michigan
School of Education
Occupational Education Programs D319-2

ADDENDUM A -- SPECIFIC COMPETENCIES
Methods of Teaching for Occupational Education Teachers
D319 - 2 Semester Hours

1. Write a lesson plan.
2. Plan the introduction of a lesson.
3. Identify the unit topics for a course.
4. Identify lesson topics for a unit.
5. Determine objectives for a unit.
6. Write student performance goals for the vocational education courses.
7. Determine student needs and goals.
8. Identify the specific objectives for a lesson.
9. Sequence performance goals (objectives) for a course.
10. Determine group and individual learning experiences for a unit based on individual differences of students.
11. Plan student learning experiences for a lesson.
12. Plan the content of a lesson.
13. Write content outline for a unit.

14. Select teaching techniques for a lesson.

15. Plan the summary of a lesson.

16. Establish criteria for student performance.

17. Select methods of evaluating students' performance throughout a unit.

18. Select methods of evaluating students' attainment of lesson objectives.

19. Review student progress and/or achievement records to assess effectiveness of instruction.

20. Formulate multiple choice test items.

21. Formulate essay test items.

22. Formulate true-false test items.

23. Formulate test items for an oral exam.

24. Formulate matching test items.

25. Formulate completion test items.

26. Present information through individualized instruction.

27. Arrange for students to evaluate their own progress.

28. Engage in cooperative evaluation of achievement with students.

29. Appraise students' performance in relation to instructional goals.

30. Appraise students' products according to performance standards of the occupations.

31. Evaluate individualized related assignments completed under directed study.

32. Administer teacher made tests.

33. Direct student study of information and assignment sheets.

34. Direct student presentations.

35. Direct student presentations describing activities of the vocational program.

36. Direct students in instructing other students.

37. Lead group discussions.

38. Conduct panel discussions.

39. Direct students in applying problem-solving techniques.

40. Conduct brainstorming sessions.

41. Conduct group supervised study.

42. Present information with analogies.

43. Present information by the project method.

44. Formulate cooperatively with students procedures which provide for their participation in the evaluation of instruction.

45. Give an assignment.

46. Give an illustrated talk.

47. Direct student study of textbooks, bulletins, and pamphlets.

48. Demonstrate a manipulative skill.

49. Present a concept or principle through a demonstration.

50. Give a lecture.

51. Employ role-playing techniques.

52. Introduce a lesson.

53. Conduct buzz groups.

54. Present information through team teaching.

55. Involve the students in planning a unit.

56. Enrich instruction to challenge the abilities of the abler student.

57. Establish frames of reference to enable the students to understand a situation from several points of view.

58. Apply non-verbal techniques such as gestures, facial expressions and silence.

59. Employ reward techniques.

60. Conduct field trips.

61. Obtain summary for a lesson.

62. Employ oral questioning techniques.

63. Reinforce learning.

64. Acknowledge student verbal and non-verbal cues.

65. Uphold school standards of expected student behavior.

66. Uphold acceptable standards of student behavior in vocational classrooms and laboratories.

67. Control outbursts of fighting and aggressive behavior.

68. Carry out approved disciplinary action when warranted.

69. Assist students in developing good study habits.

70. Record vocational students' attendance according to school policy.

71. Formulate a system of grading consistent with school policy.

72. Record vocational students' grades according to school policy.

The University of Michigan
School of Education
Occupational Education Programs E460-2

ADDENDUM A -- SPECIFIC COMPETENCIES
Occupational Education Experience in Community Schools
E460 - 2 Semester Hours

1. Express a philosophy relevant to the basic goals of the teaching profession.
2. Promote the attainment of the goals and objectives of the teaching profession.
3. Express a philosophy consistent with that of the vocational staff.
4. Express a philosophy consistent with the objectives of vocational and technical education.
5. Support professional organizations through membership and attendance at meetings.
6. Use a self-analysis form to evaluate one's personal and professional abilities and limitations.
7. Evaluate periodically one's educational philosophy in relation to that held by a majority of other members of the teaching profession.
8. Review general objectives for the program.
9. Assist in the identification of the vocational education purposes and objectives for the school.
10. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

11. Present information to students on occupational opportunities.

12. Devise a system for maintaining occupational information and opportunity data for use by vocational students.

13. Serve in professional non-vocational organizations to improve the image of the vocational program.

14. Contact state department personnel regarding the steps to be followed in organizing the student vocational organization.

15. Assist students in developing a yearly program of activities of the student vocational organization.

16. Coordinate student vocational organization activities with instructional activities.

17. Maintain a file of publications available for the student vocational organization.

18. Maintain the student vocational organization as an integral part of the instructional program.

19. Evaluate the student vocational organization.

20. Affiliate the student vocational organization with the state and national vocational organization.

The University of Michigan
School of Education
Occupational Education Programs E462-2

ADDENDUM A
SPECIFIC COMPETENCIES
DEVELOPMENT, ORGANIZATION AND USE OF
INSTRUCTIONAL MATERIALS
E462 - 2 Semester Hours

1. Present information with sound motion pictures.
2. Direct written programmed instruction.
3. Present information with the assistance of a resource person.
4. Present information with film strips.
5. Present information with an opaque projector.
6. Involve students in the preparation of instructional material.
7. Develop original instructional materials such as individualized related assignment sheets, transparencies, charts.
8. Present information with single concept films.
9. Direct the use of simulation materials.
10. Present information with an overhead projector.
11. Illustrate with models and real objects.
12. Present information with a tele-speaker (telephone amplifier).
13. Employ question box technique.
14. Prepare instructional material with a spirit duplicator.
15. Present information with slides.
16. Prepare instructional (hard copy and transparency) material with photocopier.
17. Present information with bulletin boards.

18. Present information with audio recorder.

19. Present information with the aid of a flip chart.

20. Seek opportunities for self-evaluation of instruction through self-rating devices and instructional media such as video or audio recording.

21. Present information with a video recorder or closed circuit television.

22. Devise a filing system for instructional materials.

23. Present information with the aid of a flannel board.

24. Present information with the aid of a chalkboard.

25. Present information with educational television.

26. Present information with a phonograph.

27. Direct teaching machine programmed instruction.

28. Obtain textbook, reference and other instructional material.

The University of Michigan
School of Education
Occupational Education Programs E463-2

ADDENDUM A
SPECIFIC COMPETENCIES
Modern Occupational Practices
E463 - 2 Semester Hours

1. Examine own feelings about people who differ from oneself in social class.
2. Examine own feelings about people who differ from oneself in race.
3. Examine own feelings about people who differ from oneself in background.
4. Examine interpretations of situations from differences in background.
5. Examine interpretations of situations from differences in subculture.
6. Demonstrate an understanding of what it is like to live in the inner city.
7. Demonstrate respect for students as individuals.
8. Consult local sources (MESC and others) to obtain information on employment prospects for graduates of inner city occupational programs.
9. Identify current trends of teaching in the inner city.
10. Identify effective practices of teaching in the inner city.
11. Establish criteria for selecting student-learners for inner city occupational programs in your occupational area.
12. Identify personal habits of individual students.
13. Identify attitudes of individual students.
14. Obtain information on student-learner interest.
15. Obtain information regarding student's environments.

16. Assess the relevancy of the vocational course offerings.

17. Identify the services rendered by metropolitan area public service agencies.

D319
METHODS OF TEACHING FOR OCCUPATIONAL EDUCATION TEACHERS

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Programs D319-1

METHODS OF TEACHING FOR OCCUPATIONAL EDUCATION TEACHERS
D319 - 3 Semester Hours

COURSE DESCRIPTION

Considers the selection of content, methods of teaching, instructional aids, evaluation, and organization of the physical setting.

COURSE FOCUS

The teaching-learning process.

GENERAL PURPOSES

1. To develop an understanding of the teaching-learning process.
2. To transform the theories of teaching-learning into application.
3. To solidify a personal approach to teaching-learning.

SPECIFIC COMPETENCIES

See Addendum A for list of competencies to be developed. This list will be expanded and/or refined as part of the course evaluation. See Addendum C for performance objectives.

REFERENCE MATERIAL

No required text. The student will be expected to utilize books and periodicals from the library and reference material supplied in the class. See Addendum B for a suggested reference list.

STUDENT CONTRIBUTIONS

1. Intense involvement in class learning activities. See Addendum C for schedule. Performance indicated in performance objectives.

2. Card file input from books, periodicals and personal observation. See Addendum D for procedure. Plan on at least 12 entries.

EVALUATION

1. One-half on student contributions items. 1 and 2 in student contributions.

2. One-fourth quarter evaluation.

3. One-fourth final evaluation.

GENERAL

1. Quarter evaluations as scheduled in Addendum C.

2. Final evaluation as per scheduled.

3. This course will be coordinated with E462.

The University of Michigan
School of Education
Occupational Education Programs D319-2

ADDENDUM A -- SPECIFIC COMPETENCIES
Methods of Teaching for Occupational Education Teachers
D319 - 2 Semester Hours

1. Write a lesson plan.
2. Plan the introduction of a lesson.
3. Identify the unit topics for a course.
4. Identify lesson topics for a unit.
5. Determine objectives for a unit.
6. Write student performance goals for the vocational education courses.
7. Determine student needs and goals.
8. Identify the specific objectives for a lesson.
9. Sequence performance goals (objectives) for a course.
10. Determine group and individual learning experiences for a unit based on individual differences of students.
11. Plan student learning experiences for a lesson.
12. Plan the content of a lesson.
13. Write content outline for a unit.

14. Select teaching techniques for a lesson.

15. Plan the summary of a lesson.

16. Establish criteria for student performance.

17. Select methods of evaluating students' performance throughout a unit.

18. Select methods of evaluating students' attainment of lesson objectives.

19. Review student progress and/or achievement records to assess effectiveness of instruction.

20. Formulate multiple choice test items.

21. Formulate essay test items.

22. Formulate true-false test items.

23. Formulate test items for an oral exam.

24. Formulate matching test items.

25. Formulate completion test items.

26. Present information through individualized instruction.

27. Arrange for students to evaluate their own progress.

28. Engage in cooperative evaluation of achievement with students.

29. Appraise students' performance in relation to instructional goals.

30. Appraise students' products according to performance standards of the occupations.

31. Evaluate individualized related assignments completed under directed study.

32. Administer teacher made tests.

33. Direct student study of information and assignment sheets.

34. Direct student presentations.

35. Direct student presentations describing activities of the vocational program.

36. Direct students in instructing other students.

37. Lead group discussions.

38. Conduct panel discussions.

39. Direct students in applying problem-solving techniques.

40. Conduct brainstorming sessions.

41. Conduct group supervised study.

42. Present information with analogies.

43. Present information by the project method.

44. Formulate cooperatively with students procedures which provide for their participation in the evaluation of instruction.

45. Give an assignment.

46. Give an illustrated talk.

47. Direct student study of textbooks, bulletins, and pamphlets.

48. Demonstrate a manipulative skill.

49. Present a concept or principle through a demonstration.

50. Give a lecture.

51. Employ role-playing techniques.

52. Introduce a lesson.

53. Conduct buzz groups.

54. Present information through team teaching.

55. Involve the students in planning a unit.

56. Enrich instruction to challenge the abilities of the abler student.

57. Establish frames of reference to enable the students to understand a situation from several points of view.

58. Apply non-verbal techniques such as gestures, facial expressions and silence.

59. Employ reward techniques.

60. Conduct field trips.

61. Obtain summary for a lesson.

62. Employ oral questioning techniques.

63. Reinforce learning.

64. Acknowledge student verbal and non-verbal cues.

65. Uphold school standards of expected student behavior.

66. Uphold acceptable standards of student behavior in vocational classrooms and laboratories.

67. Control outbursts of fighting and aggressive behavior.

68. Carry out approved disciplinary action when warranted.

69. Assist students in developing good study habits.

70. Record vocational students' attendance according to school policy.

71. Formulate a system of grading consistent with school policy.

72. Record vocational students' grades according to school policy.

The University of Michigan
School of Education
Occupational Education Programs

D319-3
D419-3

ADDENDUM B - REFERENCE LIST

Below are listed books and periodicals which may be utilized by the student in obtaining information for this course. The student is encouraged to expand this list of reference.

BOOKS:

Adler, Aldred, The Education of Children, Geteway Edition, Chicago, 1970, 307 pp. (paperback).

Bollinger, Elroy William, Trade Analysis and Course Organization for Shop Teachers, New York, Pitman Pub. Corp., 1955, 136 pp.

Bowley, R., Teaching Without Tears, A Guide to Teaching Techniques; a compendium of practical advice for the inexperienced schoolteacher. New York Philosophical Library, 1967, 202 pp.

Bruner, Jerome S., The Process of Education, Vintage Books, New York, 1960, 92 pp. (paperback).

Cenci, Louis, Teaching Occupational Skills, 2nd ed., New York, Pitman Pub. Corp., 1968, 270 pp.

Clark, Leonard H., Secondary School Teaching Methods, 2nd ed., New York, Macmillan, 1967, 501 pp.

The Commission on Undergraduate Education in the Biological Sciences, The Use of Modules in College Biology Teaching, The Commission on Undergraduate Education in the Biological Sciences, March, 1971, 173 pp.

Contemporary Research in Learning, edited by John R. Braun, D. Van Nostrand Company, Inc., New Jersey, 228 pp.

The Creative Teacher, edited by William Evans, Bantam Publishing, Inc., 1971, 162 pp.

Estabrook, Edward C., 250 Teaching Techniques, Milwaukee Bruce Pub. Co., 1950.

Feinstein, Phylis, All About Sesame Street, Tower Publications, Inc., New York, New York, 183 pp.

Fryklund, Verne Charles, Analysis Technique for Instructors, Milwaukee, Bruce Pub. Co., 1956.

Gardner, John W., No Easy Victories, Harper and Row, 1969, 172 pp.

Greenberg, Herbert M., Teaching with Feeling; compassion and self-awareness in the classroom toady. New York, MacMillan, 1969, 219 pp. (self-perception).

Hanson, Soren, Jensen, Jesper, and Roberts, Wallace, The Little Red Schoolbook, Pocket Book, New York, 1971, 253 pp. (paperback).

Hammonds, Carsie and Lamar, Carl F., Teaching Vocations, Danville, Illinois, Interstate Printers and Publishers, 1968, 256 pp.

Harms, Harm and Stehr, B. W., Methods in Vocational Business Education, Cincinnati, Southwestern Pub. Co., 1963, 522 pp.

Harris, Thomas A., M.D., I'm OK--You're OK, Harper and Row, New York, 1969, 267 pp.

Hatcher, Hazel M. and Andrews, Mildred E., The Teaching of Home Economics, 2nd ed., Boston, Houghton Mifflin, 1963, 486 pp.

Holt, John, How Children Fail, Dell Publishing Co., New York, 1971, 223 pp.

Holt, John, How Children Learn, Dell Publishing Co., New York, 1973, 156 pp.

Holt, John, The Underachieving School, Dell Publishing Co., New York, 201 pp.

Holt, John, What Do I Do Monday?, Dell Publishing Co., New York, 312 pp.

Irwin, Leslie William, Humphrey, James H., and Johnson, Warren R., Methods and Materials in School Health Education, St. Louis, Mosby, 1956, 367 pp.

Jones, Walter Benton, Problems in Teaching Industrial Arts and Vocational Education; a job analysis and suggested solutions. Milwaukee, Bruce Pub. Co., 1958, 213 pp.

Juergenson, Elwood M. and Tarone, Ernest A., Teaching Tricks; suggestions for teachers of vocational subjects. Danville, Illinois, Interstate Printers and Publishers, 1967, 171 pp.

Kockhar, S.K., Methods and Techniques of Teaching, Delki, Sterling Publishers, 1967, 434 pp.

Kohl, Herbert R., The Open Classroom; a practical guide to a new way of teaching. The New York Review, 116 pp.

Kontos, Peter G. and Murphy, James J., Teaching Urban Youth; a source book for urban education. New York, Wiley, 1967, 346 pp.

Krebs, Alfred H., For More Effective Teaching, Interstate Printers and Publishers, Inc., Danville, Ill., 1967, 238 pp.

Lorenz, Konrad, On Aggression, Bantam Books, Toronto, 1971, 290 pp.

Mager, Robert F., Analyzing Performance Problems or 'You Really Oughta Wanna', Fearon Publishers, Ca., 1970, 105 pp.

Mager, Robert F., Developing Attitude Toward Learning, Fearon Publishers, 1968, 102 pp.

Mager, Robert F., and Kenneth M. Beach, Developing Vocational Instruction, Palo Alto, Ca., Fearon Publishers, 1967, 83 pp.

Mager, Robert F., Goal Analysis, Fearon Publishers, Calif.: 1972, 132 pp.

Mager, Robert F., Preparing Instructional Objectives, Fearon Publishers, 1962, 59 pp.

Markle, Susan Meyer, A Programmed Primer on Programming, New York, Center for Programmed Instruction, 1961, 25 pp.

Mayshark, Cyrus and Foster, Roy A., Methods in Health Education; a workbook using the critical incident technique. St. Louis, Mosby, 1966, 121 pp.

McAshan, H.H., Writing Behavioral Objectives, Harper and Row, Publishers, 1970, 112 pp.

Morrison, A. and D. McIntyre, Teachers and Teaching, Penguin Books Limited, England, 185 pp.

Morse, William C. and Wingo, G. Max, Classroom Psychology, Scott Forseman and Co., Glenview, Illinois, 1971, 380 pp. (paperback).

National Society for the Study of Education, Theories of Learning and Instruction, 63rd yearbook, National Society for the Study of Education, Chicago, 1964, 418 pp.

Norman, Donald A., Memory and Attention, John Wiley and Sons, Inc., New York, 1969, 181 pp. (paperback).

Postman, Neil and Charles Weingartner, The Soft Revolution, Delta, 181 pp.

Postman, Neil and Charles Weingartner, Teaching as a Subversive Activity, Delta, Dell Publishing Co., 1969, 218 pp.

Raths, Louis Edward, Teaching for Learning, Columbus, Ohio, C.E. Merrill Publishing Co., 1969, 104 pp.

Rogers, Carl R., Freedom to Learn, Charles E. Merrill Publishing Co., Columbus, Ohio 1969, 398 pp.

Silberman, Charles E., Crisis in the Classroom, Vintage Books, A Division of Random House, New York, 1971, 525 pp.

Tyler, Leona E., Intelligence: Some Recurring Issues, Van Nostrand Reinhold Co., Cincinnati, 1969, 276 pp. (paperback).

Vanderberg, Donald (ed.), Teaching and Learning, University of Illinois Press, Chicago, 1969, 290 pp. (paperback).

Vannier, Maryhelen, Teaching Health in Elementary Schools, New York, Harper and Row, 1963, 415 pp.

Warper, Sylvia Ashton, Teacher, A Bantom Book, New York, 1963, 191 pp.(paperback).

Weaver, Gilbert Grimes, Shop Organization and Management for Vocational and Industrial Arts Teachers, New York, Pitman Pub. Corp., 1955, 183 pp.

Woodruff, Arnold Bond, Shimakukuro, S. and Frey, S.H., Methods of Programmed Instruction Related to Student Characteristics, Dekalb, Northern Illinois University, 1965, 159 pp. (Cooperative research project no. 2284.)

PERIODICALS:

American Education
American Vocational Journal
Audio-Visual Instruction
Business Teacher
Educational Leadership
Industrial Arts and Vocational Education
Journal of Business Education
Journal of Industrial Teacher Education
Journal of School Health
Occupational Index
Occupational Outlook Quarterly
School Shop
Teaching and Learning
The American Teacher
Vocational Aspects of Secondary and Further Education

The University of Michigan
School of Education
Occupational Education Programs D319-4

ADDENDUM C
PERFORMANCE SCHEDULE

COMPETENCIES TO BE ADDRESSED:

Present information with analogies.

Employ oral questioning techniques.

Reinforce learning.

Employ reward techniques.

Determine student needs and goals.

Establish frames of reference to enable the students to understand a situation from several points of view.

Direct students in applying problem-solving techniques.

GOAL 1: EACH STUDENT WILL BE ABLE TO DESCRIBE AND APPLY SIX BASIC LEARNING THEORIES TO THEIR TEACHING.

P.O. 1.1 Without references, the students will outline three advantages and three disadvantages for six theories of learning. The outlines must be consistent with references from class or the library.

P.O. 1.2 Without references, the student will describe one aspect of six different theories of learning which is unique for the theory. The unique aspect must be consistent with information obtained in this course.

P.O. 1.3 Provided with a teaching/learning plan or from experience in teaching/learning observation, the student will identify examples of teaching theories being used. The examples will align with theories from P.O. 1.1.

P.O. 1.4 Given an assignment to prepare a unit or lesson plan, the student will incorporate knowledges about theories of learning into the plan. The student must be able to label the theory of learning utilized for any part of the plan.

GOAL 2: EACH STUDENT WILL BE ABLE TO UTILIZE PRINCIPLES OF LEARNING IN TEACHING.

P.O. 2.1 Given a documented principle of learning, handouts D319-17 and D319-18 are guides, the student will be able to relate each principle to a theory of learning from Goal 1. The relationship must be supported with a verbal or written description.

P.O. 2.2 Given an assignment to prepare a learning/teaching plan, the student will incorporate principles of learning into the plan. The student must be able to label the principle for any part of the plan.

SUGGESTED LEARNING ACTIVITIES:

Think about how you learn.

Think about how your teachers teach.

Attend methods class related to this topic.

Be able to describe a theory of learning.

Use a reference and identify a learning theory.

Study handout references.

Ask questions.

Use your instructor as a resource.

Write a self position paper on teaching/learning.

COMPETENCIES TO BE ADDRESSED:

Give a lecture.

Present a concept or principle through a demonstration.

Demonstrate a manipulative skill.

Lead group discussions.

Present information through team teaching.

Give an illustrated talk.

Involve the students in planning a unit.

GOAL 3: EACH STUDENT WILL BE ABLE TO DESCRIBE AND RELATE SIX TEACHING METHODS TO THEORIES AND PRINCIPLES OF LEARNING.

P.O. 3.1 Without reference, the student will list three advantages and three disadvantages for each of six teaching methods provided in E462-16. The lists will be consistent with E462-16.

P.O. 3.2 Given an assignment to prepare a teaching/learning plan, the student will utilize an appropriate teaching method to implement theories and principles of learning from Goals 1 and 2. The method must be justified orally or in writing by the student and consistent with references.

SUGGESTED LEARNING ACTIVITIES:

Attend E462 class.

Study E462-16.

Attend methods class.

Be prepared to describe an effective teaching method which you have observed.

Practice the methods in E462 micro-teaching.

Read about teaching methods.

COMPETENCIES TO BE ADDRESSED:

Write student performance goals for the vocational education courses.

Establish criteria for student performance.

Sequence performance goals (objectives) for a course.

Identify the unit topics for a course.

Determine objectives for a unit.

Write content outline for a unit.

Identify lesson topics for a unit.

Write a lesson plan.

Identify the specific objectives for a lesson.

Plan the introduction of a lesson.

Plan the content of a lesson.

Determine group and individual learning experiences for a unit based on individual differences of students.

Plan student learning experiences for a lesson.

Plan the summary of a lesson.

GOAL 4: EACH STUDENT WILL BE ABLE TO USE PERFORMANCE OBJECTIVES FOR DEVELOPMENT OF LEARNING/TEACHING PLANS.

P.O. 4.1 Given a goal statement, a competency statement, or a test item, the student will write an appropriate performance objective(s). The objective(s) must possess conditions, verb, and criterion of reference.

P.O. 4.2 Given performance objective(s), the student will develop a learning/teaching plan. The plan will insure sound learning/teaching. Sound learning/teaching must be consistent with reference material.

SUGGESTED LEARNING ACTIVITIES:

Attend methods class.

Study handout references.

Define goal, purpose objective.

Describe relationship among competencies, performance objectives, and teaching/learning topics.

Secure examples of performance objectives.

Classify performance objectives into cognitive, psychomotor, and affective domain.

Identify functions of performance objectives.

Write performance objectives.

Read about objectives.

Identify alternate teaching/learning plan formats.

Identify components of a good plan.

Critique plans.

Read about planning.

Write teaching/learning plans.

Lean on instructor for input.

COMPETENCIES TO BE ADDRESSED:

Evaluate individualized related assignments completed under directed study.

Engage in cooperative evaluation of achievement with students.

Review student progress and/or achievement records to assess effectiveness of instruction.

Arrange for students to evaluate their own progress.

Appraise students' products according to performance standards of the occupations.

Record vocational students' attendance according to school policy.

Formulate a system of grading consistent with school policy.

Record vocational students' grades according to school policy.

Formulate cooperatively with students procedures which provide for their participation in the evaluation of instruction.

Select methods of evaluating students' performance throughout a unit.

Select methods of evaluating students' attainment of lesson objectives.

Appraise students' performance in relation to instructional goals.

Formulate essay test items.

Formulate true-false test items.

Formulate multiple choice test items.

Formulate matching test items.

Formulate completion test items.

Formulate test items for an oral exam.

GOAL 5: EACH STUDENT WILL DEVELOP KNOWLEDGES, SKILLS, AND ATTITUDES ESSENTIAL FOR AN EVALUATION AND GRADING SYSTEM.

P.O. 5.1 Without references, the student will identify ten sources of evaluative data for the teaching/learning process. The sources must meet with peer approval.

P.O. 5.2 Given a hypothetical student cue, the student will relate the cue to interest need, and motivation models. The models must be described and referenced.

P.O. 5.3 Given a hypothetical class, the student will develop a grading system. The system must pass the scrutiny of peers.

P.O. 5.4 Given a teaching/learning assignment, the student will write evaluation instruments for the assignment. The instrument must provide criterion referenced essay, true-false, multiple choice, matching, completion, and oral items. The items must be criterion referenced.

SUGGESTED LEARNING ACTIVITIES:

Attend class.

Think about what you have seen and done in E362 and E463 related to needs and motivation, and interest.

Take a test and record your thoughts.

Write a test.

Identify ways which teachers can secure evaluative input.

Define needs, motivation and interest.

Determine the relationship among needs, motivation, and interest.

Think about what motivates you.

Read only ten pages related to reinforcement.

Secure examples of test items.

Devise creative evaluation schemes.

Read about evaluation.

Write an exam for this course.

Identify "tricks" for creating interest.

COMPETENCIES TO BE ADDRESSED:

Select teaching techniques for a lesson.

Introduct a lesson.

Conduct brainstorming sessions.

Conduct buzz groups.

Conduct panel discussions.

Direct student presentations describing activities of the vocational program.

Conduct field trips.

Direct student presentations.

Present information by the project method.

Administer teacher made tests.

Obtain summary for a lesson.

Give an assignment.

Direct student study of information and assignment sheets.

Conduct group supervised study.

Direct student study of textbooks, bulletins, and pamphlets.

Employ role-playing techniques.

Present information through individualized instruction.

Direct students in instructing other students.

Apply non-verbal techniques such as gestures, facial expressions and silence.

Acknowledge student verbal and non-verbal cues.

Enrich instruction to challenge the abilities of the abler students.

Assist students in developing good study habits.

GOAL 6: EACH STUDENT WILL BECOME FAMILIAR WITH TECHNIQUES TO ASSIST IN THE TEACHING/LEARNING PROCESS.

P.O. 6.1 Given one of the above competencies, the student will develop a handout related to the competency. The handout will align with format developed by class.

P.O. 6.2 Given a hypothetical situation, the student will participate in role playing. The role playing will be judged satisfactory if the student participates.

SUGGESTED LEARNING ACTIVITIES:

Attend class.

Prepare handout as assigned.

Critique handouts.

Study handouts.

Do extra reading related to competencies.

Participate in role playing.

COMPETENCIES TO BE ADDRESSED:

Uphold school standards of expected student behavior.

Control outbursts of fighting and aggressive behavior.

Uphold acceptable standards of student behavior in vocational classrooms and laboratories.

Carry out approved disciplinary action when warranted.

GOAL 7: EACH STUDENT WILL DEVELOP KNOWLEDGES, SKILLS, AND ATTITUDES RELATED TO DISCIPLINE.

P.O. 7.1 Given hypothetical behavior problem, the student will prescribe prevention measures. The measures must be logical and consistent with the references provided in class or a library reference.

P.O. 7.2 Given hypothetical behavior problem the student will prescribe a cure. The cure must be logical and consistent with references provided or a library reference.

P.O. 7.3 Given a role playing situation, the student will identify with and react. The reaction must agree with the role.

SUGGESTED LEARNING ACTIVITIES:

Develop a list of desired behavior.

Develop a list of not desired behavior.

Read about discipline.

Study handout references.

Attend methods class.

Participate in role playing situation.

Develop a personal position paper on discipline.

PERFORMANCE SCHEDULE
TENTATIVE CLASS TIME TABLE

GOAL 1: Session 1

GOAL 2: Sessions 2 and 3

GOAL 3: Session 4

GOAL 4: Sessions 5,[1] 6, and 7

GOAL 5: Sessions 8 and 9

GOAL 6: Sessions 10[2] and 11

GOAL 7: Session 12

[1]Quarter term evaluation - Session 5

[2]Three-quarter term evaluation - Session 10

Take home portion of final will be provided - Session 12
Take home due - Session 13
Class will meet for in-class portion of final - Session 13
A 30 minute exit conference must be scheduled following Session 13.

The University of Michigan
School of Education
Occupational Education Program D319-5

ADDENDUM D - CARD FILE PROCEDURE
Methods of Teaching for Occupational Education Teachers
D319 - 3 Semester Hours

Card file input: As you refer to books and periodicals, please make the following entries for the card file.

Front

Your Name Bibliography Descriptive statement concerning publication.

Back

Topic for which reference used. Five short statements of knowledge from the reference relating to the topic.

Guidelines for card file input:

1. Use a 4" x 6" file card.
2. Follow format noted.
3. Thumb through other cards weekly.
4. Be concise--don't pad!
5. If you retain a copy of each card, it will help keep us honest.

Books: There are many books in the library relating to occupational education. Many books are catalogued under headings of vocational education and/or technical education. Topical listings can also be used to find other references. Refer to course reference lists for a foundation list of books.

Periodicals: There are also numerous periodicals relating to occupational education in the library. Periodicals usually are the first sources to indicate change. Thus, their use should not be overlooked. Refer to course references for a foundation list of periodicals.

D592
PRACTICUM IN TEACHING METHODS

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Program D592-1

PRACTICUM IN TEACHING METHODS
D592 - 2 Semester Hours

COURSE DESCRIPTION

Permission of instructor. May only be elected concurrently with a secondary methods course.

COURSE FOCUS

Exposure to the "real world" of learning/teaching.

GENERAL PURPOSES

1. To provide a field-based learning experience for prospective teachers.

2. To provide a "try-out" environment for methods class students.

SPECIFIC COMPETENCIES

The competencies addressed in D319 will comprise the framework for this practicum. See module Cooperating In a Teaching Practicum for performance objectives and procedures.

REFERENCE MATERIALS

No required text. The field-based environment provides the primary base for reference materials.

STUDENT CONTRIBUTIONS

See module Cooperating In a Teaching Practicum for student contributions.

EVALUATION

See module Cooperating In a Teaching Practicum for evaluation details.

COOPERATING IN A TEACHING PRACTICUM

Occupational Education Programs
The University of Michigan
Ann Arbor, Michigan 48104
313/764-8423

TABLE OF CONTENTS

	Page
TITLE PAGE	1
INTRODUCTION	2
GOALS AND OBJECTIVES	3
LEARNING EXPERIENCE I.	4
INFORMATION SHEET #1 Definitions	5
INFORMATION SHEET #2 The Teaching Practicum Defined.	6
INFORMATION SHEET #3 Teacher-Student Responsibilities.	8
INFORMATION SHEET #4 Guidelines for Students Participating In a Teaching Practicum	9
SELF TEST I	12
ANSWER KEY - SELF TEST I	13
LEARNING EXPERIENCE II	14
INFORMATION SHEET #5 Consultation Model for Cooperating Teachers	15
SELF TEST II	18
TEACHER EVALUATION	19
EVALUATION OF MODULE	20

COOPERATING IN A TEACHING PRACTICUM

Prerequisites: Be a vocational teacher, or
Be a prospective practicum student.

Directions:

1. a. Read "Evaluation of the Module," p. 20.

   b. Read the Introduction, p. 2.

   c. Read the Goals and Objectives, p. 3.

   d. Read Learning Experience II, p. 14.

2. If you wish to test your understanding of the Goals and Objectives of the Teaching Practicum, take Self Tests 1 and 2, pages 12 and 18 now.

3. If you do not complete Self Tests 1 and 2 successfully, proceed with this module.

4. If you decide not to take the tests, now, proceed with the module.

T E A C H I N G P R A C T I C U M !

WHAT IS IT?

Theory?

Practice?

Student Teaching?

WILL IT HELP ME?

....Turn for Answers

GOALS AND OBJECTIVES

GOAL

In a school setting with a practicum student assigned, the instructor will utilize the student as a teacher assistant in a manner that is rewarding to both the teacher and the student.

OBJECTIVES

If you elect to proceed with this module, the following objectives will be a guide for achieving the goal stated above.

1. Describe the relationships among the practicum student and vocational students, vocational teacher and university supervisor.

2. Contrast the teaching practicum with student teaching.

3. Confer and consult about "non-teaching" teacher responsibilities, student needs, instructional planning, implementation and evaluation.

LEARNING EXPERIENCE I

Using the information provided, identify roles and responsibilities of the practicum student, cooperating teacher, and the university supervisor. Success will be measured by 100% accuracy on the "Self-Test I," page 12.

READ: Information Sheet #1, "Definitions."
Information Sheet #2, "The Teaching Practicum Defined."
Information Sheet #3, "Teacher-Student Responsibilities."

THINK: Think about the student's role and responsibilities and your suggested responsibilities.

SELF-EVALUATE: Evaluate your understanding of the various roles and functions by taking the "Self-Test" on page 12.

INFORMATION SHEET #1

Definitions

1. Practicum student - A junior level student in the first year of a two year occupational teacher education program. Almost all students will have had work experience in their occupational field.

2. Cooperating teacher - The high school teacher who has consented to the placement of a practicum student in his/her classroom.

3. University supervisor - A university instructor who coordinates the program, visits the classroom, and confers with the cooperating teacher and practicum student about achievements and concerns.

INFORMATION SHEET #2

The Teaching Practicum Defined

If you prepared for teaching in a teacher training program, you may recall the frustration of studying learning theory and psychology yet being unable to conceptualize the application. The teaching practicum is designed to permit teacher education students to become involved in a classroom experience even while studying teaching methods and learning theory.

What It Is Not

The practicum is not student teaching. It differs from student teaching in the following ways:

1. It occurs only one morning a week.
2. It focuses on observation, one-to-one student interaction and teacher assisting.
3. Experience in teaching will be limited to 3 one-hour periods toward the end of the practicum and will occur at the discretion of the cooperating teacher as to the student's readiness.

Will It Help?

Yes indeed! Practicum students are generally first semester students in a four semester teacher education sequence. Typically, they are enrolled in teaching methods, A-V materials, educational psychology, and educational sociology concurrently with the practicum.

Practicum students are generally experienced men and women who have worked in their occupational field. They are eager and energetic. Some of the ways they can help are by working with students on a one-to-one basis, assisting in preparation of instructional materials, and assisting with demonstrations. They can be most helpful if you can set aside some time each week for planning together.

Depending upon the constraints of the situation and your agreement, the practicum students are expected to accomplish the following activities to the extent possible:

1. Initiate interaction with students on a one-to-one basis.
2. Assist students having learning problems.
3. Prepare appropriate instructional materials for the cooperating teacher's use, after conferring with the cooperating teacher.
4. Conduct a one hour group learning experience using presentation method.
5. Conduct a one hour group learning experience using discussion method.
6. Conduct a one hour group learning experience using clinical or laboratory instruction.
7. Write lesson plans for 4, 5, and 6.
8. Identify special school services for students; e.g., school health, counselling, social work.
9. Discover effective methods of teaching inner city youth.
10. Identify learning problems and opportunities unique to inner city youth.

How You Can Help

Planning

Each student enters the experience with a different level of teaching competence. Thus, if the experience is to be of maximum value, the student should be involved in planning with the cooperating teacher. Provision of a 15 to 30 minute cooperative planning period weekly is urged. The period can be used to determine how the student may best assist the teacher while simultaneously meeting objectives for the practicum.

A university supervisor will visit the class during the semester. The purpose of the visit is to facilitate communication between the cooperating teacher and the student. The supervisor will confer and consult with the cooperating teacher regarding strengths of the experience and any concerns. Again, time allocated to conferring with the supervisor will be at the cooperating teacher's discretion.

THANK YOU FOR MAKING THIS EXPERIENCE POSSIBLE!

INFORMATION SHEET #3

Teacher-Student Responsibilities

The following information will assist you to know what to expect when having a teacher-student conference.

Student Responsibilities

The student is expected to initiate dialogue with the cooperating teacher to establish conference sessions. The conference time is extremely important, since this will permit the student to be involved in cooperative planning, receive the benefit of the instructor's consultation, and receive feedback as to how well he/she is doing.

The student is also expected to assume responsibility for accomplishing certain basic objectives as outlined in Information Sheet #4 "Guidelines for Teaching Practicum," page 9. It is also the student's responsibility to consult with the cooperating teacher regarding appropriate activities for achieving these objectives.

The length of the conferences will be determined by the time commitments of the teacher and the practicum student. The conferences need not be extended, but they should be regular.

Suggested Teacher Responsibilities

The cooperating teacher can make an important contribution to the student's growth as a potential teacher by giving constructive feedback regularly. Consultation following teaching done by the student is especially important. The "Consultation Model" on page 15 is designed to assist. As noted earlier, it is important for the student's growth that he/she assume responsibility for initiating conferences.

INFORMATION SHEET #4

Guidelines for Students Participating in a Teaching Practicum

STUDENT RESPONSIBILITIES

Practicum students are expected to initiate planning meetings with the cooperating teachers. They are also expected to request informal feedback from the cooperating teacher regarding progress.

GOALS AND OBJECTIVES

The goals and objectives identified below are designed to provide direction to the experience. Achievement of the objectives is the student's responsibility. Activities to achieve the goals should be planned cooperatively with the cooperating teacher.

GOAL 1 Awareness of factors that may interfere with an inner city student's inclination to learn and school resources which may be called on to help.

P.O. 1.1 Given an inner city class, the practicum student explores factors which may contribute to learning difficulties. The exploration will be considered adequate if it includes, but is not limited to:

1. Identifying possible health problems.
2. Obtaining information about possible health problems.
3. Noting student behavior patterns (tardiness, absenteeism, etc.
4. Noting relationships between achievement and attendance.
5. Noting opportunities for successful performance.
6. Noting reactions to failure and success.
7. Identifying special school resources.

P.O. 1.2 Utilizing information obtained in the practicum, the student develops a term project incorporating, but not restricted to items 1 through 7 in P.O. 1.1.

GOAL 2 Understanding of effective ways to teach inner city youth on a one-to-one basis and in groups.

P.O. 2.1 On a one-to-one basis, the student works effectively with students. The methods used will be described

in writing. The following criteria are effective in some situations. The student should adapt these criteria appropriately and expand the list in consultation with peers, cooperating teacher or university supervisor.

1. Reinforces vocational student at appropriate times.
2. Maintains good eye contact.
3. Explains material student does not know in words student can understand.
4. Speaks neither too loud, nor too soft.
5. Asks student to identify what he/she does not understand.
6. Demonstrates procedures individually.
7. Observes student returning the demonstration.
8. Comments affirmatively on correct performance by student.

P.O. 2.2 In a vocational educational classroom, the practicum student will conduct 3 one hour group learning experiences. Presentation, discussion and laboratory or clinical instructional methods will be used where practicable.

P.O. 2.3 Given teaching assignments, the student will prepare lesson plans consistent with instructions provided in D319 or cooperating teacher's instructions.

P.O. 2.4 Under the cooperating teacher's direction, student will prepare instructional materials. Materials will be of quantity and quality acceptable to cooperating teacher.

P.O. 2.5 In classroom seminar, student will describe at least 2 teaching strategies which are effective with inner city youth.

GOAL 3 <u>Shows respect for values that an inner city student may have that may be different from the practicum student's</u>.

P.O. 3.1 Between classes, or in a laboratory situation, practicum studen talks respectfully to vocational student about topics of mutual interest.

Criteria for success will be:

1. Responding non-judgmentally if the student expresses a point of view different than the practicum student's.
2. Responding honestly, but not hurtfully or defensively.
3. Asking objective rather than demeaning questions.
4. Responding verbally to non-verbal cues about feelings.
5. Responding to "here and now" feelings and word meanings of students.

EVALUATION

Evaluation will be based on three dimensions of the experience:

1. The student's own assessment of his/her performance.
2. The understandings demonstrated in the term project.
3. The cooperating teacher's assessment of the student's performance.

SELF TEST I

Directions: For the following true or false statements, circle the "T" at the left of the statement if it is true. Circle "F" if the statement is false.

T F 1. The practicum student is a freshman or sophomore student in a teacher education program.

T F 2. All the students have had training and most have had work experience in an occupational area.

T F 3. The practicum student assumes responsibility for meeting the course objectives.

T F 4. It is the cooperating teacher's responsibility to initiate conferences with the practicum student.

T F 5. Regular constructive feedback to the practicum student is essential for his/her growth.

T F 6. Cooperating teachers should allow ? hours weekly for conferring with the practicum student.

T F 7. The practicum student is expected to prepare lesson plans for each group lesson he/she teaches.

T F 8. The primary purpose of the university supervisor's visits to the classroom is to facilitate open communication between the practicum student and the cooperating teacher.

T F 9. The practicum student's performance will be evaluated jointly by the student, cooperating teacher, and university supervisor.

Level of Performance: All items must be answered correctly for satisfactory performance. If you answer incorrectly, please refer to the Information Sheets.

KEY

SELF TEST I

1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. T
9. T

LEARNING EXPERIENCE II

Given information provided in the module, you will identify the elements of conferring and consulting with a practicum student. 100% accuracy on the checklist, page 18 will constitute success.

READ: Information Sheet #5, p. 15, "Consultation Model for Cooperating Teachers."

REVIEW: "How You Can Help," p. 7.
Information Sheet #3, p. 8.

ASSESS: You may assess your own competency in conferring and consulting by utilizing the "Checklist for Assessing Consultation with Practicum Students," p. 18.

INFORMATION SHEET #5

Consultation Model for Cooperating Teachers

Consultation sessions with the practicum student can be mutually rewarding experiences for both the student and the teacher.

Some advantages may be:

1. Discovery of practicum student resources and possible contributions.
2. Discovery of cooperating teacher's expertise.
3. Joint problem solving.
4. Increased understanding between teacher and student.

The nature of the sessions will depend on what has occurred in the classroom that day. For example, consultation following teaching done by the practicum student will be aided by using a teaching model as a standard for the student's comparison. Feedback can be given in relation to the model.

One teaching model answers the following questions:

1. Did the students know where they were?
2. Did they know where they were going?
3. Did they know why they were going there?
4. Did they know how they were going to get there?
5. Did they know when they had arrived?

CONSULTATION PROCESS

The "Post-teaching" consultation may follow the steps below:

1. The cooperating teacher serves as leader of the consultation session and starts the discussion by asking the student teacher to evaluate his/her teaching performance and/or student interaction.

2. If present, a second practicum student is given the opportunity to comment on the strengths and areas for improvement of his fellow student's performance.

3. Questions are posed by the cooperating teacher to help the student "discover" his/her own strengths and errors.

4. The cooperating teacher presents conclusions and recommendations regarding student's performance.

5. Steps 1, 3, and 4 may be used for each part of the teaching model.

SUGGESTIONS FOR SUCCESS

1. Confer regularly with the practicum student.

2. Encourage the practicum student to observe your teaching and evaluate it. Observation of effective teaching helps the student develop a style and model.

3. Promote self-evaluation. If a student does not learn the art of self-analysis and self-evaluation he/she will not have the necessary tools to grow.

4. Remember that telling is one of the most ineffective methods of teaching. The student will remember longer and will apply more readily those suggestions for improvement which he/she "discovers."

5. Expect professional growth and development on an increasing scale of quality. Do not expect perfection.

6. Provide reasonable balance between praise and criticism. This balance must be determined on the basis of the individual needs of the student.

7. Be specific when giving praise or criticism. Statements such as "You really did a good job today"; "You did a lousy job"; "You'd better get to work," are confusing.

8. Encourage the student to try new ways of getting a job done.

9. Permit the student to save face.

10. Check the student's teaching plan before it is used. Many poor teaching practices can be avoided if this is done regularly.

11. Consider the conditions under which the student is operating. The student should adjust his methods to fit the class and the situation but allowances must be made for the practicum student's lack of experience, lack of knowledge of the class, and time commitments required by other courses he/she is taking.

12. Evaluate teaching performance on the basis of what the students are doing and how they are reacting as well as on the basis of the practicum student's performance.

13. Avoid giving the student too many "don'ts." Suggest possible alternatives and use phrases such as "have you ever tried. . .?" "I wonder what would happen if . . . ?"

14. Have the student summarize the consultation by asking questions such as "What have we agreed upon?" "What will you do to improve your teaching?" or achieve your objective.

SELF TEST II

Checklist for Assessing Consultation With Practicum Students

Directions: Use this checklist to assess your consultation knowledge and performance by checking the appropriate column to the right of each statement.

The cooperating teacher:	Yes	No
1. Encourages the student to discuss any concerns	_____	_____
2. Discusses classroom students' needs and interests with practicum student.	_____	_____
3. Refers practicum student to appropriate resources for additional background information.		
4. Demonstrates and discusses teaching techniques effective with the target student population.	_____	_____
5. Orients the student to the total school environment.	_____	_____
6. Discusses strengths and weaknesses of teaching techniques used by the student.	_____	_____
7. Discusses the evaluation procedures used by the student.	_____	_____
8. Uses a model of teaching as a standard for the student teacher to compare his performance.	_____	_____
9. Poses questions to help practicum student "discover" his/her mistakes.	_____	_____
10. Encourages self evaluation by the student.	_____	_____

The acceptable level of performance is a "Yes" answer for each statement. If any "No" answers are given, you may wish to review Information Sheet #5, p. 17, or discuss differences of opinion with the university supervisor.

TEACHER EVALUATION - F

	Out-stndg.	Above Avge.	Avge.	Below Avge.
A. Initiative - takes the lead--willing to take responsibility--is an organizer.	:	:	:	:
B. Conscientious--industrious--hard working--sincere--wants to do a good job--is prepared.	:	:	:	:
C. Tactful--skillful in dealing with delicate situations--keen sense of what to say or do to avoid offense--diplomatic.	:	:	:	:
D. Expression (oral and written) can speak and talk with students and others--expresses self clearly--good talker--good writer--good listener.	:	:	:	:
E. Maturity--acts his age--acts more like an adult than a child--grown-up--not kiddish.	:	:	:	:
F. Dependability--reliable--trustworthy.	:	:	:	:
G. Attitude--is eager and optimistic highly interested in becoming a teacher--enthusiastic about his work--willing to learn and to take suggestions--professional spirit.	:	:	:	:
H. Occupational Background--knows subject matter--can perform necessary job skills experience is well-rounded and practical.	:	:	:	:

I. Other Comments:

EVALUATION OF MODULE

Directions: Please place an X near the response that most nearly reflects what you did or how you felt.

		Yes	No
1.	I completed the module.	____	____
	If your answer to #1 was "No" please answer questions a through e. If you answered "yes," proceed to #2.		
	a. It was too long.	____	____
	b. I did not have time.	____	____
	c. It was confusing.	____	____
	d. I tested out of it.	____	____
	e. I already knew the information provided.	____	____
	f. Other_____		
	_____		
	_____		

2. The module was helpful.

/ / /
Very Somewhat Not at all

3. Completing it increased my self-confidence.

/ / / /
Doesn't Apply A Little Disas-trous
Greatly

4. I would recommend its use with other cooperating teachers.

/ / /
Highly Cautiously Not at all

SUGGESTIONS:

E362, E363, E364
OCCUPATIONAL PROCESSES

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Programs

E362-1
E363-1
E364-1

OCCUPATIONAL PROCESSES
E362, E363, E364 - 2-4 Semester Hours Each

COURSE DESCRIPTION

Includes supervised work experience. Course is individually planned with adviser. For those enrolled in occupational education curricula.

COURSE FOCUS

The transition from working in an occupation to teaching an occupation.

GENERAL PURPOSES

1. To develop job descriptions which identify the differences between specialized roles within occupational fields.

2. To identify and analyze the occupational competencies required to successfully function in a given role.

3. To develop an understanding of motivational factors which influence individuals.

4. To develop the skills required to identify and secure meaningful employment opportunities.

5. To maintain or expand upon occupational competence through structured work experience. Work hours completed while enrolled earn a multiplier of four toward vocational certification.

6. To translate occupational competencies into meaningful curricular or course content.

SPECIFIC PERFORMANCE OBJECTIVES

The student, based upon the entry point in the sequence, and individual need, will contract with the instructor for certain performance objectives. See Addendum A for potential

contract performance objectives. Individual students may negotiate the selection and/or expansion of their performance requirements.

REFERENCE MATERIAL

No required text. The student will be supplied certain modules and will be expected to utilize selected references from the library. Robert Mager's book Developing Vocational Instruction has been most helpful in the past regarding job descriptions and occupational analysis. See Addendum B for a suggested reference list.

STUDENT CONTRIBUTIONS

The student contributions will be as prescribed in the performance objectives for which a contract has been negotiated.

EVALUATION

Evaluation will be as per described in the criterion portion of the performance objectives for which the student has negotiated a contract. The student will negotiate the method of translation to a grade with the instructor.

GENERAL

The vast majority of students will likely enter the sequence with the seminar.

The University of Michigan
School of Education
Occupational Education Programs

E362-2
E363-2
E364-2

ADDENDUM A
SPECIFIC PERFORMANCE OBJECTIVES

P.O. 1 Given a term with scheduled structured work experience group seminars, the student will attend and participate in _____ seminars. (Option of 1 to total number offered.) Evaluation will be based upon attendance per above negotiated number. The grade translation will drop one letter grade for each 10% of the sessions missed--i.e., agree to three and miss one will result in 33% or three letter grade drop.

P.O. 2 Given a term without scheduled structured work experience group seminars, the student will initiate and organize _____ (option 1 to open ended) conferences with the instructor. Successful performance will accrue if:

a) The conferences are scheduled in advance by the student and a schedule is prepared.

b) The conference organization is provided by the student and schedule is followed.

P.O. 3 Using modules provided by the instructor, the student will complete _____ modules. Assessment will be via criteria within the module.

P.O. 4 Using the D.O.T. and any other information desired, the student will write job description(s) for student's occupational area. The description(s) must conform with requirements specified by Mager in Developing Vocational Instruction and be inclusive of jobs for which student can gain employment and/or be prepared to teach others for employment.

P.O. 5 Using other previously conducted analysis, personal knowledge, and resource persons, the student will identify the knowledges, skills, and attitudes required in his occupational area. The analyses will be subject to approval of peers in the occupation and will conform to the checklist for competencies identified below:

a) competency is singular
b) competency begins with action verb
c) competency unit communicates
d) competency statement contains no unnecessary words
e) the composite list is consistent with the competencies required in the occupation.

P.O. 6 Having secured employment in one's occupational area, the student will work _____ (number of hours per week for term). The student's work performance must align with following check list:

1. Name, address, telephone of employer, and identification of supervisor provided at beginning of term.

2. Student provides list of expected duties for work experience.

3. Log of activities participated in during term made available upon request to instructor.

4. Student provides a completed Certificate of Verification of Work Experience for instructor at close of term.

P.O. 7 Utilizing one's occupational analyses and new work experience, the student will update the analysis. The updated analysis will be evaluated in accord with noted new competencies aligning with criteria from P.O. 4.

P.O. 8 Using the structured work experience site as a resource, the student will develop a resource file of potential instructional materials. The resource file will be made available for the instructor to review. Worth will be determined by written self-evaluation. The resource file and written evaluation will be made available to the instructor.

P.O. 9 Using the work experience site and any other resources, the student will develop an occupational specialty bibliography. The bibliography will be assessed according to the following:

1. _____ number of entries should be projected by student.

2. Follow accepted formal entry format (e.g., APA Manual).

3. Materials entered published within past _____ (student established) years.

4. Sources: books, periodicals, manufacturer, other (negotiated in advance by student and instructor).

P.O. 10 Using a student developed bibliography, the student will annotate _____ (negotiated by student and instructur) entries. The annotated portion will be assessed via oral questioning by instructor.

P.O. 11 Using the work experience site, the student will develop instructional materials. The materials to be developed and evaluative criteria will be negotiated with instructor.

P.O. 12 Using _____ competencies chosen by student, the student will complete a detailed task analysis for the competencies chosen. The analysis will be assessed by criteria from Preparing Vocational Instruction by Mager.

P.O. 13 Using resource persons from the field, the student will validate competencies identified. The validation will be assessed by the process used. The process will be negotiated with the student.

P.O. 14 Using occupational analysis, and references cited by instructor, the student will develop a performance oriented course outline. The outline will be assessed using criteria from cited references.

P.O. 15 Using references, resources, and instructional modules, the student will develop a professional resume and complementary cover letter. Evaluative criteria to be identified through resources, references, and negotiated with instructor. Each completed product must receive one independent evaluation other than student and instructor.

P.O. 16 Using survey research techniques, the student will investigate employment supply and demand, employer needs, unique qualifications or conditions of employment, and other criteria in their occupational area. Results of this research will be evaluated against specific outcomes negotiated at start of activity.

P.O. 17 Using resource persons from the field of occupational education, the student will participate in a mock employment interview. The interviewer will rate the student per a negotiated check list.

P.O. 18 Any others as developed and negotiated by the student and instructor.

The University of Michigan
School of Education
Occupational Education Programs

E362
E363
E364

ADDENDUM B
REFERENCE LIST

Ammerman, Harry L. (et al.). The Derivation, Analysis, and Classification of Instructional Objectives. (May 1966) The George Washington University, Alexandria, Virginia.

Byers, Edward E., Editor. Writing Performance Goals: Strategy and Prototypes. (1971) Gregg Division/McGraw Hill Book Co., 330 West 42nd Street, New York, New York 10036.

Harless, J. H. An Ounce of Analysis is Worth a Pound of Objectives. (1970) Harless Educational Technologists, Inc., Box 1144, Falls Church, Virginia 22041.

Harless, J. H. Objective Objectives (by describing behavior). (1971) Harless Educational Technologists, Inc., Box 1144, Falls Church, Virginia 22041.

Krathwohl, David R., Benjamin S. Bloom, and Betram B. Masis. Taxonomy of Educational Objectives (Handbook II: Affective Domain). (1956) David McKay Company, Inc., New York.

McAshan, H.H. Writing Behavioral Objectives: A New Approach. (1970) Harper and Row Publishers, 49 E. 33 St., New York, New York 10016.

Mager, Robert F. and Peter Pipe. Analyzing Performance Problems or "You Really Oughta Wanna." (1970) Fearon Publishers, 6 Davis Dr., Educa. Div., Belmont, Calif. 94002.

Mager, Robert F. Developing Attitude Toward Learning. (1968) Fearon Publishers, 6 Davis Dr., Educ. Div., Belmont, California 94002.

Mager, Robert F. and Kenneth M. Beach, Jr. Developing Vocational Instruction. (1967) Fearon Publishers, 6 Davis Dr., Educ. Div., Belmont, California 94002.

Mager, Robert F. Goal Analysis. (1972) Fearon Publishers, 6 Davis Dr., Educ. Div., Belmont, California 94002.

Mager, Robert F. Preparing Instructional Objectives. (1962) Fearon Publishers, 6 Davis Dr., Educ. Div., Belmont, California 94002.

Popham, W. James. Criterion-Referenced Measurement (An Introduction). Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Popham, W. James and Eva L. Baker. Establishing Instructional Goals. (1970) Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Popham, W. James and Eva L. Baker. Planning an Instructional Sequence. (1970) Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Popham, W. James and Eva L. Baker. Systematic Instruction. (1970) Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

E460
OCCUPATIONAL EDUCATION EXPERIENCE IN COMMUNITY SCHOOLS

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Programs E460-1

OCCUPATIONAL EDUCATION EXPERIENCE IN COMMUNITY SCHOOLS
E460 - 2 Semester Hours

COURSE DESCRIPTION

Surveys the emerging principles, philosophy and educational values to be derived from effective occupational education programs. Considers the various patterns of occupational education programs in the community school. For those interested in teaching, planning, and operating occupational education programs.

COURSE FOCUS

Developing a philosophy of occupational education, determining the bases and kinds of occupational education.

GENERAL PURPOSES

1. To develop a background of information about vocational, technical, practical arts, and occupational education.

2. To develop an appreciation for the role of occupational education and factors which have affected its growth.

3. To develop an understanding of the relationships among various forms of education.

SPECIFIC COMPETENCIES

See Addendum A for list of competencies to be developed. This list will be expanded and/or refined as part of the course evaluation. See Addendum C for an example schedule of learning activities.

REFERENCE MATERIAL

Evans, Rupert. Foundations of Vocational Education, required. See Bibliography list for additional references.

STUDENT CONTRIBUTIONS

1. Intense involvement in class learning activities. See Addendum C for schedule.

2. Develop a philosophy of vocational education built from a collection of principles of vocational education.

3. A term project.

EVALUATION

1. Participation in class discussions.

2. Midterm and final examination based on class discussions.

3. Term project.

The University of Michigan
School of Education
Occupational Education Programs E460-2

ADDENDUM A -- SPECIFIC COMPETENCIES
Occupational Education Experience in Community Schools
E460 - 2 Semester Hours

1. Express a philosophy relevant to the basic goals of the teaching profession.

2. Promote the attainment of the goals and objectives of the teaching profession.

3. Express a philosophy consistent with that of the vocational staff.

4. Express a philosophy consistent with the objectives of vocational and technical education.

5. Support professional organizations through membership and attendance at meetings.

6. Use a self-analysis form to evaluate one's personal and professional abilities and limitations.

7. Evaluate periodically one's educational philosophy in relation to that held by a majority of other members of the teaching profession.

8. Review general objectives for the program.

9. Assist in the identification of the vocational education purposes and objectives for the school.

10. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

11. Present information to students on occupational opportunities.

12. Devise a system for maintaining occupational information and opportunity data for use by vocational students.

13. Serve in professional non-vocational organizations to improve the image of the vocational program.

14. Contact state department personnel regarding the steps to be followed in organizing the student vocational organization.

15. Assist students in developing a yearly program of activities of the student vocational organization.

16. Coordinate student vocational organization activities with instructional activities.

17. Maintain a file of publications available for the student vocational organization.

18. Maintain the student vocational organization as an integral part of the instructional program.

19. Evaluate the student vocational organization.

20. Affiliate the student vocational organization with the state and national vocational organization.

The University of Michigan
School of Education
Occupational Education Programs E460-3

ADDENDUM B - REFERENCE
Occupational Education Experience in
the Community School
E460 - 2 Semester Hours

Below are listed books which may be utilized by the student in obtaining information for this course. The student is encouraged to expand this list of references. Certain handouts will be supplied in class.

BOOKS

American Vocational Association, First Yearbook of the. Contemporary Concepts in Vocational Education, ed. by Gordon Law. Washington, D.C.: American Vocational Association, 1971.

Byram and Wenrich. Vocational Education and Practical Arts in the Community School. New York: Macmillan, 1956.

Evans, Rupert Nelson. Foundations of Vocational Education. Columbus: Charles E. Merrill, 1971.

Evans and Mangum. Education for Employment: The Background and Potential of the 1968 Vocational Education Amendments. Detroit: National Manpower Policy Task Force, 1969.

Gibson, Robert. Career Development in the Elementary School. Columbus: Charles E. Merrill Publishing Company, 1972.

Goldhammer, Keith and Robert Taylor. Career Education: Perspective and Promise. Columbus: Charles E. Merrill Publishing Company, 1972.

Hawkins, Layton S. Development of Vocational Education. Chicago: American Technical Society, 1951.

Keller, Franklin J. Principles of Vocational Education; the Primary of the Person. Boston: D.C. Health, 1948.

Michigan Department of Education. Michigan State Plan for Vocational Education. Lansing, Michigan: Department of Education, 1974.

National Society for the Study of Education, the Sixty-Fourth Yearbook of the, Part I: Vocational Education, ed. by Melvin Barlow, Chicago: University of Chicago Press, 1965.

Northwest Regional Educational Laboratory. Essays on Career Education. Washington, D.C.: U.S. Government Printing Office, 1973.

Prosser and Quigley. Vocational Education in a Democracy. Chicago: American Technical Society, 1949.

Roberts, Roy. Vocational and Practical Arts Education. New York: Harper and Bros., 1957.

Smith and Lipsett. The Technical Institute. New York: McGraw Hill, 1956.

Venn, Grant. Man, Education and Manpower. Washington, D.C.: American Association of School Administrators, 1970.

Venn, Grant. Man, Education and Work; Post Secondary Vocational and Technical Education. Washington: American Council on Education, 1964.

Venn, Grant. The Dynamics of Technology and Society: No Compromise with Ignorance. Washington: U.S.O.E., 1969.

PERIODICALS

The student is expected to utilize the Current Index to Journals, (CIJE), to identify current information relating to topics in this course. It is suggested that at least one periodical reference be studied per topic scheduled in the course. Directions for the use of CIJE will be supplied in class.

Following are periodicals of which the student should become familiar.

Adult Education
American Education
American Vocational Journal
Balance Sheet
Business Education Forum
Changing Education
Education Digest
Education Index
Grade Teacher
Occupational Outlook Quarterly

The University of Michigan
School of Education
Occupational Education Programs E460-4

ADDENDUM C
SCHEDULE OF LEARNING ACTIVITIES
Occupational Education in the Community School

GOAL SETTING

Session 1

Read pp. 1-6; 61-62; 82; 84; 106-107.
Write your philosophy of vocational education in 100 words or less.

GOAL I: EACH STUDENT WILL LEARN TO CONVEY KNOWLEDGE ABOUT VOCATIONAL-TECHNICAL EDUCATION TO STUDENTS.

Session 2

Competencies:

1. Define purpose of discussion.
2. Develop discussion outline.
3. Identify discussion skills.
4. Identify potential group process stresses.

Discussion:

1. What are the goals of vocational education at elementary, secondary and post-secondary levels according to Michigan State Plan for Vocational Education?

GOAL II: EACH STUDENT WILL BE ABLE TO INTERPRET VOCATIONAL-TECHNICAL EDUCATION.

Session 3

Read Evans, "Foundations," Chapters 1, 2, 3.
"First Yearbook of AVA, Contemporary Concepts in Vocational Education," pp. 106-114, 191-194.

Competencies:

1. State goals and objectives for vocational-technical education.

2. Define vocational-technical education.

3. Compare state objectives and objectives according to Evans.

Session 4

Evans, "Foundations," Chapters 4 and 5.
Goldhammer, "Career Education," pp. 1-29.

Confer:

With career education resource person in class.

Competencies:

1. Differentiate among career education, practical arts, vocational-technical education, general education.

2. Compare and contrast vocational-technical education and career education.

Session 5

Evans, "Foundations," Chapter 6.
Barlow, "Our Professional Heritage," AVA Journal, 10/72, pp. 26-27.
AVA Yearbook, "Contemporary Concepts in Vocational Education," pp. 126-129.
"Review & Synthesis of Foundations for Career Education," Chapter 1.

Competencies:

1. Compare own philosophy with that of vocational-technical philosophers.

Session 6

Venn, Grant, "Man, Education and Work," Chapter 2.
Evans, Chapter 7.
AVA Journal, "Four Congressional Leaders Comment," September, 1973.
AVA Journal, "Latest Word from Washington," Sept., Oct., Nov., 1973.

Competencies:

1. Describe trends in education for work.

2. Identify federal laws and policies for vocational-technical education.

Session 7

Michigan State Plan for Vocational Education, Appendix.

Confer:

In class with state department representative.

Competencies:

1. Describe state policies relating to vocational-technical education.
   a. Funding policies
   b. Coordination policies
   c. Administration

Session 8

Competencies:

1. Describe policies of at least one local school district relating to:
   a. Funding
   b. Coordination
   c. Administration

MIDTERM EVALUATION

Session 9

Goldhammer, pp. 230-231.
Michigan Program Standards of Quality.
Michigan Administrative Guide for Vocational-Technical Programs.

Competencies:

1. Develop criteria for strong vocational-technical programs.

2. Describe what makes a good vocational-technical program.

GOAL III: EACH STUDENT WILL UNDERSTAND EXISTING ATTITUDES TOWARD VOCATIONAL-TECHNICAL EDUCATION.

Session 10

Evans: pp. 165-202.

Competencies:

1. Identify attitudes toward secondary, post-secondary, and co-op vocational-technical education.

GOAL IV: THE STUDENT WILL KNOW POTENTIAL SOURCES OF SUPPORT INCLUDING FUNDING SOURCES FOR VOCATIONAL-TECHNICAL EDUCATION.

Session 11

AVA Journal, "Organizational Study Panel Report," December, 1973.
Venn, "Man, Education and Work," pp. 53-62.
Various brochures.

Competencies:

1. Explain historical role and functions of AVA.
2. Explain pro's and con's of professional affiliation.
3. Describe supportive role of advisory committees.

Session 12

MDTA Act of 1962.
Various brochures.
VEA Amendments of 1968.
Evans: pp. 225-233.

Competencies:

1. Identify federally funded programs, including MDTA, Job Corps, NYC, Special needs funding.
2. Explain relationship between DOL, U.S. Office of Education, and USPHS for funding of vocational programs.

Session 13

Various brochures.

Competencies:

1. Identify role of youth organizations.
2. Identify functions of youth organizations.
3. Identify sources of information about youth clubs.

GOAL V: EACH STUDENT WILL KNOW HOW TO EFFECT CHANGE ADMINISTRATIVELY AND ORGANIZATIONALLY TO IMPROVE PROGRAMS.

Sessions 14 and 15

Present:

Projects

Competencies:

1. Chart administrative organization in a local school.
2. Describe possible change strategies for one school.
   a. Appointment of advisory committee.
   b. Establishing goals.
   c. Data gathering.
   d. Curriculum committees.

E462
DEVELOPMENT, ORGANIZATION AND USE OF
INSTRUCTIONAL MATERIALS

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Programs E462-1

DEVELOPMENT, ORGANIZATION AND USE OF
INSTRUCTIONAL MATERIALS
E462 - 2 Semester Hours

COURSE DESCRIPTION

Examines the selection and effective use of instructional materials employed in occupational education classes. Studies the sources, values, limitations, and classification of instruction sheets and reference materials. Offers instruction in the techniques of developing and using such materials in laboratory and related instructional classes.

COURSE FOCUS

Micro-teaching with aid of audio-visual media.

GENERAL PURPOSES

1. To provide an opportunity for students to teach their peers.
2. To provide an exposure to new or different techniques in teaching.
3. To develop an understanding of the supplement audio-visual media can provide in the teaching-learning process.
4. To become proficient in the use of audio-visual media.

SPECIFIC COMPETENCIES

See Addendum A for list of competencies to be developed. This list will be expanded and/or refined as a part of the course evaluation. See Addendum C for performance objectives. See Addendum D for schedule.

REFERENCE MATERIAL

No required text. The student will be expected to become familiar with the various operator manuals for audio-visual equipment. The student is encouraged to refer to various reference material from books, periodicals and materials supplied in class. See Addendum B for suggested references list. AV Instructional Materials Manual: A Self Instructional Guide to AV Laboratory Experiences by James W. Brown and Richard B. Lewis, is highly recommended for use in the instructional lab portion of the class.

STUDENT CONTRIBUTIONS

1. Intense involvement in class learning activities.
2. Demonstrate use of at least two audio-visual pieces of equipment during class.
3. Demonstrate competence for each designated piece of audio-visual equipment.
4. Participation in weekly micro-teaching activities.
5. Involvement in the self-instructional media laboratory.

EVALUATION

1. One-half on demonstrated competence for each designated audio-visual performance objective.
2. One-half on peer evaluation of micro-teaching.

GENERAL

1. This course will usually be coordinated with "Methods" - D319.
2. Final evaluation as per scheduled.

The University of Michigan
School of Education
Occupational Education Programs E462-2

ADDENDUM A
SPECIFIC COMPETENCIES
DEVELOPMENT, ORGANIZATION AND USE OF
INSTRUCTIONAL MATERIALS
E462 - 2 Semester Hours

1. Present information with sound motion pictures.
2. Direct written programmed instruction.
3. Present information with the assistance of a resource person.
4. Present information with film strips.
5. Present information with an opaque projector.
6. Involve students in the preparation of instructional material.
7. Develop original instructional materials such as individualized related assignment sheets, transparencies, charts.
8. Present information with single concept films.
9. Direct the use of simulation materials.
10. Present information with an overhead projector.
11. Illustrate with models and real objects.
12. Present information with a tele-speaker (telephone amplifier).
13. Employ question box technique.
14. Prepare instructional material with a spirit duplicator.
15. Present information with slides.
16. Prepare instructional (hard copy and transparency) material with photocopier.
17. Present information with bulletin boards.

18. Present information with audio recorder.

19. Present information with the aid of a flip chart.

20. Seek opportunities for self-evaluation of instruction through self-rating devices and instructional media such as video or audio recording.

21. Present information with a video recorder or closed circuit television.

22. Devise a filing system for instructional materials.

23. Present information with the aid of a flannel board.

24. Present information with the aid of a chalkboard.

25. Present information with educational television.

26. Present information with a phonograph.

27. Direct teaching machine programmed instruction.

28. Obtain textbook, reference and other instructional material.

The University of Michigan
School of Education
Occupational Education Program E462-3

ADDENDUM B
REFERENCE LIST
Development, Organization and Use of
Instructional Materials
E462 - 2 Semester Hours

BOOKS

Anderson, Robert Meredith. Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional. Springfield, Ill., C.C. Thomas 1969, 304 p.

Aubrey, Ruth H. Selected Free Materials for Classroom Teachers. Palo Alto, Calif.: Fearon Publishers, 1965, 104 p.

The AV Index, 1st ed., Detroit, Audio-Visual Research Institute, 1961 - (A Guide to Instructional Material Information in Selected Publications) bibliography.

Brown, James Wilson, Richard B. Lewis, and Fred F. Harcleroad. 4th ed. AV Instruction: Media and Methods. New York: McGraw Hill, 1973, 621 p.

Dale, Edgar. Audiovisual Methods in Teaching, 3rd ed. Seranton, Pa.: International Textbook Co., 1969, 266 p.

Davidson, Raymond L. Audiovisual Machines, 2nd ed., Seranton, Pa.: International Textbook Co., 1969, 266 p.

DeKieffer, R. E. and L. W. Coch Manual of Audio-Visual Techniques, Englewood Cliffs, N.J., Prentice-Hall, 1962, 254 p.

Erickson, Carlton W. Fundamentals of Teaching with Audiovisual Technology. New York: MacMillan, 1965, 384 p.

Haney, John B. and Eldon J. Ullmer. Educational Media and the Teacher. Dubuque, Iowa: W.C. Brown Co., 1970, 130 p.

Kemp, Jerold E. Planning and Producing Audiovisual Materials. 2nd ed., San Francisco: Chandler Pub. Co., Distributors: Science Research Associates, Chicago, 1968, 251 p.

Kinder, James S. Using Audio-Visual Materials in Education. New York: American Book Co., 1965, 109 p.

Garrison, Cecil. 1001 Ideas for the Classroom Teacher. Berkeley, Calif.: McCutchan Pub. Co., 1968, 200 p.

Jackson, Philip W. The Teacher and the Machine. Pittsburgh, University of Pittsburg Press, 1968, 90 p.

Morlan, John E. Preparation of Inexpensive Teaching Materials. San Francisco, Chandler Pub. Co., 1963, 103 p.

Nelson, Leslie W. Instructional Aids, How to Make and Use Them. Dubuque, Iowa: W.C. Brown Co., 1968, 259 p.

Pennsylvania State University. College of Education. An Experimental Study of Patterns for Improving the Preparation of Pre-Service Teachers in the Use of Audio-Visual Materials and of Effects on Pupils, by G. M. Torkelson. University Park, 1965, 207 p.

Postlethwait, S. N., J. Novak and H. T. Murray, Jr. The Audio-Tutorial Approach to Learning. Through Independent Study and Integrated Experiences, 2nd ed. Minneapolis: Burgess Pub. Co., 1969, 149 p.

Pula, Fred J. Application and Operation of Audiovisual Equipment in Education. New York: Wiley, 1968, 360 p.

Saettler, Paul. A History of Instructional Technology. New York: McGraw-Hill, 1967, 1968, 339 p.

Schrank, Jeffrey. Media in Value Education: A Critical Guide. Chicago: Argus Communications, 1970, 168 p. (moving pictures in education)

Schultz, Morton J. The Teacher and Overhead Projection; A Treasury of Ideas, Uses, and Techniques. Englewood Cliffs, N.J.: Prentice-Hall, 1965, 240 p.

Scuorzo, Herbert E. The Practical Audio-Visual Handbook for Teachers. West New York, New York: Parker Pub. Co., 1967, 211 p.

Thomas, R.M. and S. G. Swartout. Integrated Teaching Materials, How to Choose, Create, and Use Them. N.Y.: David McKay Co., 1963, 559 p.

Wagner, Guy W. and Dorlan Mark. Free Learning Materials for Classroom Use; An Annotated List of Sources and Suggestions for Obtaining, Evaluating, Classifying, and Using. Cedar Falls State College of Iowa, Extension Service, 1967, 75 p.

PERIODICALS

American Education

American Vocational Journal

Audio-Visual Instruction

Business Teacher

Educational Leadership

Industrial Arts and Vocational Education

Journal of Business Education

Journal of Industrial Teacher Education

Journal of School Health

Man, Society, and Technology

Occupational Index

Occupational Outlook Quarterly

School Shop

Teaching and Learning

The American Teacher

Vocational Aspects of Secondary and Further Education

The University of Michigan
School of Education
Occupational Education Programs E462-4

ADDENDUM C
PERFORMANCE OBJECTIVES
Development, Organization and Use of
Instructional Materials
E462 - 2 Semester Hours

P.O. 0 Using a peer setting, the student will provide _____ (to be negotiated) micro-teaching presentations. The performance will be assessed by peers using any of the provided evaluation forms or a creation of the student or negotiated in advance with instructor.

P.O. 1 Given a 16mm sound projector, a 16 mm sound motion picture and a take-up reel, the student will present information with sound motion pictures. Evaluation of this task will be based on:

a. setting-up and adjusting the projector within two minutes.

b. the projector being correctly threaded, focused and sound adjusted within two minutes.

c. the projector being correctly in the rewind process within one minute.

d. the projector being repacked within two minutes.

e. the screen being arranged so that all students can see

f. the speaker being arranged so that all students can hear

g. the purposes of the film being presented in an introduction

P.O. 2 Given a need for an instructional program or a programmed instruction teaching machine, the student will direct programmed instruction by identifying the skills or knowledge to be taught, by selecting and obtaining all materials based on the individual

needs of the student-learner, and by demonstrating the use of all materials obtained.

P.O. 3 Given a need for the use of a resource person, the student will present information with the assistance of a resource person by obtaining, orienting to the resource person the purpose of the lesson, what the special needs or interests are of the class, what his role in the lesson is, and time allotted. The student's evaluation will also be based on an introduction of the resource person including the purpose of the presentation and the relevant background of the resource person.

P.O. 4 Given a filmstrip projector and filmstrip, the student will present information with filmstrips. Evaluation of this task will be based on:

a. setting up and adjusting the projector within two minutes.

b. the projector being correctly threaded within one minute.

c. seating being arranged so that all students can see and hear the presentation.

d. an introduction including the purpose of the filmstrip.

P.O. 5 Given an opaque projector and two opaque objects, the student will present information with an opaque projector. Evaluation of this task will be based on:

a. setting up and adjusting the projector within two minutes.

b. identifying opaque objects with 100% accuracy from a variety of given objects.

c. projection of image can be seen by all the students.

P.O. 6 Given a classroom situation, the student will involve students in the preparation of instructional material by using the ideas of student-learners in the development of materials by encouraging the utilization of the creative talents of the student learners, by involving students in the operation of

equipment and by encouraging students to suggest ways of improving the instructional materials.

P.O. 7 Given a photocopier, transparency film, two facsimile ditto masters and three originals, the student will develop original or copied instructional materials by preparing the materials in hard copy and transparency with the photocopier.

P.O. 8 Given a loop film projector and a single concept loop film, the student will present information with a single concept film; evaluation of this task will be based on:

a. setting up, adjusting and loading the projector within two minutes.

b. using the film for the purpose of clarification, presentation, or review.

c. presenting preliminary instruction prior to single concept film.

P.O. 9 Given a classroom situation, the student will direct the use of simulation materials. Evaluation of this task will be based on:

a. obtaining or developing simulation materials.

b. orienting student-learners to the simulation technique.

c. introducing the specific simulation experience to the student-learners.

d. assisting student-learners in carrying out the simulation experience.

e. summarizing the major concepts learned from the simulation experience.

P.O. 10 Given an overhead projector, transparencies (preprinted and blank) and three different writing apparatuses, the student will present information with an overhead projector. Evaluation of this task will be based on:

a. differentiating between opaque, transluscent, and transparent.

b. setting-up and adjusting the projector within two minutes.

c. presenting information by way of three techniques.

d. having the projection adjusted so that all students can see and read the information presented.

e. maintaining face-to-face contact with student-learners.

f. "pointing out" done on projection plate.

P.O. 11 Given a classroom situation, the student will illustrate with models and/or real objects, by obtaining or developing a model or real object, and presenting it in a fashion that can be seen by all student-learners. Evaluation will also be based on the suitability of its use with the particular concepts to be learned.

P.O. 12 Given a classroom situation, the student will present information with a tele-speaker by, obtaining the equipment, obtaining or developing the telephone simulation experiences and by orienting the student-learner to the telephone technique. Evaluation will also be based on introducing the telephone experience to the student-learner and on summarizing the major skills learned from the telephone experience.

P.O. 13 Given a classroom situation, the student will employ question box technique by obtaining a question box and explaining orally the purpose of the question box technique.

P.O. 14 Given a spirit (ditto) duplicator, a spirit (ditto) master, paper, razor blade and a writing apparatus, the student will prepare instructional materials with a spirit duplicator. Evaluation of this task will be based on:

a. correctly preparing a spirit master.

b. correcting mistakes on the spirit master.

c. explaining how different colors are obtained on spirit reproductions.

d. setting up the master for reproduction on the spirit duplicator.

e. producing legible copies.

f. adjusting the image vertically and horizontally on the duplicator.

g. adjusting the lightness and darkness of the spirit image.

P.O. 15 Given a carousel projector, a carousel, a remote control switching device and at least three slides, the student will present information with slides. Evaluation of this task will be based on:

a. setting up and adjusting the projector within two minutes.

b. loading the carousel within two attempts to have each slide correctly placed.

c. operating the projector manually, by remote control and by automatic timer.

d. "selecting" frames out of sequence.

e. screen arranged so that all student-learners can see.

f. introducing the presentation stating its purpose.

g. repacking the projector within two minutes.

P.O. 16 Given a classroom situation, the student will present information with the aid of a flannel chart and bulletin board by designing it to have balance, emphasis on a topic, contrast of the main topic, and harmony.

P.O. 17 Given an audio tape recorder, a tape and take-up reel (or cassette cartridge), the student will present information with the audio recorder. Evaluation of this task will be based on:

a. setting up the recorder with tape within two minutes.

b. correctly playing back and rewinding tape within two attempts each.

c. recording a tape by way of a microphone (external).

d. repacking the recorder within one minute.

e. introducing the tape emphasizing its important points.

f. placing the speaker so that all student-learners can hear.

P.O. 18 Given a flip chart and writing apparatus, the student will present information with the aid of the flip chart. Evaluation will be based on:

a. setting up the chart so that all student-learners can see.

b. putting detailed illustrations on prior to the presentation.

c. writing legibly.

d. maintaining face-to-face contact with the students talking.

P.O. 19 Given a video tape recorder (VTR), a camera, a TV/monitor and video-tape and take-up reel, the student will present information with a video recorder or closed circuit television or with educational television. Evaluation of this task will be based on:

a. setting-up the VTR, threading the tape, and connecting the TV/monitor via eight-pin connector, within five minutes.

b. setting-up tripod, camera and view finder within five minutes.

c. connecting together the VTR, camera unit, monitor and microphone, within three minutes.

d. recording via eight-pin connector a local TV program, both video and audio.

e. recording via camera both video and audio.

f. playing back taped presentations.

g. explaining what occurs when the camera is left in one still position or pointing toward lights, for long periods of time.

h. having TV/monitor placed so that all student-learners can see and hear.

i. repacking the equipment so that the equipment is safe from damage.

P.O. 20 Given a list of instructional materials and/or a collection of instructional materials, the student will devise a filing system for the instructional materials. Evaluation will be based on the student having reviewed the literature, provided convenient and appropriate sized storage areas, provisions for additional materials and provisions for the checking out of materials.

P.O. 21 Given a chalkboard (blackboard), chalk, and an eraser, the student will present information with the aid of the chalkboard. Evaluation of this task will be based on:

a. eye-to-eye contact maintained for oral presentations done when not writing.

b. standing away from written materials so students have clear vision to board.

c. writing legibly and large enough for students to read.

d. information being complete (not ambiguous).

e. a written or oral explanation of two reasons ghosting effect occurs.

P.O. 22 Given a phonograph and a record, the student will present information with a phonograph. Evaluation will be based on introducing the material to be learned, setting up the phonograph at the correct speed within two minutes and summarizing the information.

P.O. 23 Given sources, the student will obtain textbook, reference, and other instructional materials, from at least three different sources.

The University of Michigan
School of Education
Occupational Education Programs E462-5

ADDENDUM D
COURSE TIME SCHEDULE
Development, Organization and Use of
Instructional Materials
E462 - 2 Semester Hours

Note 1: A schedule for in-class micro-teaching will be established each term.

Note 2: Audio-visual competence will be developed primarily via individualized or modular instruction. The instructor will detail options.

Note 3: Time will be set aside for assessment purposes for the audio-visual area.

E463
MODERN OCCUPATIONAL PRACTICES

COURSE SYLLABI

The University of Michigan
School of Education
Occupational Education Programs E463-1

MODERN OCCUPATIONAL PRACTICES
E463 - 2 Semester Hours

COURSE DESCRIPTION

Introduces some of the new occupational processes and materials into occupational education. Professional leaders and skilled technicians direct the activities. Offers the opportunity to develop skills in the use of these materials and to study their relationship to occupational education. Considers methods of stimulating learners' interest as well as the development of units of instruction, selection of projects and methods of evaluation.

COURSE FOCUS

Development of awareness of positive and negative factors affecting the learning of inner city students.

GENERAL PURPOSES

1. To identify characteristics of inner city persons, community, and agencies.
2. To become aware of societal problems which affect inner city youth.
3. To formulate techniques for teaching inner city students through occupational education.
4. To develop an appreciation of various value systems.

SPECIFIC COMPETENCIES

See Addendum A for a list of competencies to be addressed. This list will be expanded and/or refined as a part of the course evaluation.

REFERENCE MATERIAL

No required text. The student will collect and develop materials related to teaching the inner city student. Certain resource references will be supplied. Refer to Addendum B for a suggested reference list.

STUDENT CONTRIBUTIONS

1. The student will participate in a comprehensive three day workshop involving on-site community observations of the inner city. See Addendum D for schedule.

2. The student will participate in a follow-up interaction session of the on-site community observations.

3. The student will participate in certain structured sessions with resource persons serving inner city persons.

4. The student will meet performance objectives negotiated between instructor and student. See Addendum D for a copy of performance objectives.

EVALUATION

1. See criteria in performance objectives, Addendum D, regarding evaluation.

2. Evaluation criteria will be translated to a grade via a minimum 15 minute conference with the instructor scheduled by the student.

GENERAL

1. The course, because of its approach, observatory exposure, must be operated on a flexible-structure basis. Thus, students will be expected to adapt to a somewhat non-traditional schedule.

2. The course will attempt to provide a foundation of experience for future work.

The University of Michigan
School of Education
Occupational Education Programs E463-2

ADDENDUM A
SPECIFIC COMPETENCIES
Modern Occupational Practices
E463 - 2 Semester Hours

1. Examine own feelings about people who differ from oneself in social class.
2. Examine own feelings about people who differ from oneself in race.
3. Examine own feelings about people who differ from oneself in background.
4. Examine interpretations of situations from differences in background.
5. Examine interpretations of situations from differences in subculture.
6. Demonstrate an understanding of what it is like to live in the inner city.
7. Demonstrate respect for students as individuals.
8. Consult local sources (MESC and others) to obtain information on employment prospects for graduates of inner city occupational programs.
9. Identify current trends of teaching in the inner city.
10. Identify effective practices of teaching in the inner city.
11. Establish criteria for selecting student-learners for inner city occupational programs in your occupational area.
12. Identify personal habits of individual students.
13. Identify attitudes of individual students.
14. Obtain information on student-learner interest.
15. Obtain information regarding student's environments.

16. Assess the relevancy of the vocational course offerings.

17. Identify the services rendered by metropolitan area public service agencies.

The University of Michigan
School of Education
Occupational Education Programs E463-3

ADDENDUM B
REFERENCE LIST
Modern Occupational Practices
E463 - 2-6 Semester Hours

Below are listed books and periodicals which may be utilized by the student in obtaining information regarding this course. The student is encouraged to expand this list of references.

BOOKS

Birch, H. G., and J. D. Gussow. Disadvantaged Children; Health, Nutrition, and School Failure. New York: Harcourt, Brace, and World, 1970.

Booth, Robert E., and others. Culturally Disadvantaged: A Bibliography and Keywork-Out-of-Context (KWOC) Index. Detroit: Wayne State University Press, 1967.

Covello, Leonard. The Social Background of the Italo-American School Child. Leiden: E. J. Brill, 1967.

Deutsch, Martin, F. Katz, and A. R. Jensen. Social Class, Race, and Psychological Development. New York: Holt, Reinhart, and Winston, 1968.

Fantine, Mario D., and Gerald Weinstein. The Disadvantaged: Challenge to Education. New York: Harper and Row, 1968.

Gowan, John Curtis, ed. The Disadvantaged and Potential Dropout: A Compensatory Educational Program: A Book of Readings. Springfield, Ill.: C. C. Thomas, 1966.

Herrott, R. E. and N. H. St. John. Social Class and the Urban School; the Impact of School Background on Teachers and Principals. New York: Wiley, 1966.

Kvaraceus, W. C., J. S. Gibson, and T. J. Curtin. Poverty Education, and Race Relations; Studies and Proposals. Medford, Mass.: Allyn and Bacon, 1967.

Reissman, Frank. The Culturally Deprived Child. New York: Harper, 1962.

Storen, Helen Frances. The Disadvantaged Early Adolescent; More Effective Teaching. New York, McGraw Hill, 1968.

Taba, Hilda. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally, 1966.

Trubowitz, Sidney. A Handbook for Teaching in the Ghetto School. Chicago: Quadrangle Books, 1968.

Young Children. Teaching the Disadvantaged Young Child: Compilation of Selected Articles from Young Children. Washington, National Association for the Education of Young Children, 1966.

PERIODICALS

American Education
American Vocational Journal
Audio-Visual Instruction
Business Teacher
Educational Leadership
Industrial Arts and Vocational Education
Journal of Business Education
Journal of Industrial Teacher Education
Journal of School Health
Occupational Index
Occupational Outlook Quarterly
School Shop
Teaching and Learning
The American Teacher
Vocational Aspects of Secondary and Further Education

The University of Michigan
School of Education
Occupational Education Programs E463-4

ADDENDUM D
PERFORMANCE OBJECTIVES
Modern Occupational Practices
E463 - 2 Semester Hours

P.O. 1 Given the workshop schedule, the student will participate in the workshop. Participation will be deemed successful if:

1. The student participates in at least 3 structured experiences.

2. The student participates in at least 2 roving experiences.

3. Student drafts and sends a follow-up note to each agency providing an experience to the student.

P.O. 2 Given the assigned interaction workshop schedule the student will participate. Successful participation requires only attendance.

P.O. 3 Based on experiences, stereotypes, and/or prejudices, the student will detail in writing his feelings about three people who differ from him in social class, race, and background. Self critique of materials will be required.

P.O. 4 Given a metropolitan site, the student will consult local sources to obtain information on employment prospects for graduates of inner city occupational programs. Documentation will be supplied upon request of at least three contacts.

P.O. 5 Based on inner city experiences and knowledge, the student will identify his perception in writing of current trends and effective practices of teaching in the inner city. The perceptions will be subject to peer critique.

P.O. 6 Based on knowledge of the inner city and its people, and knowledge of his occupational area, the student will establish in writing criteria for selecting

student learners for inner city occupational programs in his occupational area. Peer critique will be required.

P.O. 7 Given a metropolitan site, the student will identify the services rendered by metropolitan area public service agencies. Documentation will be required for a minimum of four agencies.

The University of Michigan
School of Education
Occupational Education Programs

E463-5

ADDENDUM D
WORKSHOP SCHEDULE

Days	Group #1	Group #2	Group #3	Group #4	Group #5
Tues.	United Community Service Hospital Visitation (For all health occup. students)		Salvation Army (For all non-health occ. stud.)		
Wed.	Postal Carriers	Building Inspector	Fire Marshall	Public Health Nurse	Social Worker
Thurs.	Human/Commun. Relations Commission	New Detroit Inc.	Mich. Soc. Serv. Youth Service (Center)	Job Corps	Drug Abuse Clinic

1. Roving activities should be performed during the afternoons. See roving activity sheet.
2. Week from Wednesday - interaction session 9:00 a.m. - 4:00 p.m. Place to be announced.

SUGGESTIONS FOR ROVING ACTIVITIES

NOTE: The following are not hard and fast outlines of procedures. If someone in your group knows Detroit and has other suggestions, fine. If you have any questions about the appropriateness of any suggestions, check with Greg Patton or someone who has an understanding of the city.

Since these organizations have not been contacted about a proposed visit, you will want to either make arrangements yourself or be sure that if you drop in you do not disrupt the activities going on or inconvenience those involved.

1. City Planning Commission - Detroit City/County Bldg., #2 Woodward Avenue.

   Suggested Activities:

   a. Check future plans for urban renewal and 12th Street reconstruction.

   b. Find out zoning and rezoning procedures.

   c. Find out strategy used for highway routing through the city and the policy in helping families relocate.

2. Michigan Employment Security Commission - Youth Services 8600 Woodward Avenue.

   Suggested Activities:

   a. Observe processing procedures.

   b. Hold conversations with applicants about their experiences with the MESC.

   c. Gather available forms for your examination or critique (e.g., do they match the varying levels of intelligence and abilities of the applicants or are they designed for a specific level of intelligence).

   d. Observe the treatment given applicants.

3. Courts - Frank Murphy Hall of Justice - 1441 St. Antoine, Detroit.

   Suggested Activities:

   a. Sit in on different trials.

   b. Observe types of people in the building.

   c. Observe treatment given people by employees.

4. Detroit Civil Service Commission - #2 Woodward Avenue, City/County Building.

   Suggested Activities:

   a. Find out types of jobs available in city government and pay scales.

   b. Compare qualifications for specific jobs with those in your occupational area of other agencies.

   c. Observe treatment given applicants by employees.

5. Retail -
   Area A - Downtown and Lafayette Plaza
   Area B - Livernois - Seven Mile Road
   Area C - Michigan Avenue
   Area D - Gratiot Avenue
   Area E - Dexter and Davison Area
   Control Area - Your own shopping area

   Suggested Activities:

   a. Compare prices of selected items (e.g., food staples, clothing, restaurant prices, etc.).

   b. Compare variety of choices.

   c. Compare quality of service.

   d. Compare versatility in restaurant menus.

6. Churches

   1. Obvious-looking churches and synogogues.

   2. No obvious looking churches (store fronts, warehouse, etc.).

Suggested Activities:

a. Compare the number of large churches to small.

b. Count the number of churches seen.

c. Compare the proximity of churches to bars.

d. Observe the number of churches being used by denominations other than the ones who built them; e.g., a church with a Star of David embedded in its wall and a Baptist sign posted outside.

7. Recreation - Considine Recreation Center - 8094 Woodward.

YMCA - 2051 W. Grand Blvd.
Boy Scounts - 1776 W. Warren.
Girl Scouts - 153 E. Elizabeth (Downtown).

Suggested Activities:

a. Find out how they promote their services.

b. Find out what cost must participants pay, are there exceptions made.

c. Find out what hours do they serve the community.

d. Are their services made relevant to the needs of the community (whatever they may be)?

8. Health
Detroit Receiving (Detroit General) Hospital - 1326 St. Antoine
Herman Kiefer Hospital - 1151 Taylor

Suggested Activities:

a. Sit in Emergency Room.

b. Observe treatment of patients as they register.

c. Observe general attitude of employees toward patients.

d. Observe conditions of facilities and parking provisions.

9. Mother Waddles Perpetual Mission - 3700 Gratiot

Suggested Activities:

a. Tour facilities.

b. Find out services rendered.

c. How is the Mission supported financially?

d. Observe the people working there.

e. Observe treatment of people who visit.

10. Neighborhood Visitation (affluent neighborhoods within the city limits).

1. Palmer Woods/Sherwood Forest - North on Woodward to Seven Mile, turn left, any street to the right right off Seven Mile.

2. Indian Village/River area - East on Jefferson to Burns or Simminole, then left onto Simminole, and Fisher which is right off of Jefferson.

Suggested Activities:

a. Compare the proximity of affluent area to poor areas.

b. Observe street care and general maintenance of area.

c. Observe all outstanding features.

PLACEMENT PROCEDURES

The placement of students from the Undergraduate Occupational Teacher Education Program received equal emphasis with recruitment and instruction. As described in the recruitment section, outstanding students were sought. As presented in the course syllabi section, competency-based instruction was provided. The culminating experience was placement.

The recruitment process sought to provide students with characteristics associated with placement criteria for vocational teachers. The instructional phase of the program continually highlighted the importance of placement in vocational education. Learning experiences related to placement procedures became part of the curricular content. All students were assisted in development of complete professional credentials. Finally job vacancy notifications were made available to students.

Data related to results of recruitment, instruction, and placement was sought via a follow-up study of the first graduates of the program. This data may be found in Chapter IV of this report.

SUMMARY

This chapter presented a substantive presentation of recruitment, instruction, and placement for the University

of Michigan's Undergraduate Occupational Teacher Education Program. The material represented the cummulative efforts of Phases One, Two, Three, and Four.

CHAPTER IV

GRADUATE FOLLOW-UP SYSTEM AND DATA

This chapter was developed to present a follow-up system and follow-up data for the Undergraduate Occupational Teacher Education Program. The follow-up data pertained to the first 16 graduates of the program. The graduates were available for employment in September of 1973, and were products of the recruitment done in academic school year 1971-1972. The program had five more graduates mid-year, but these were not followed-up.

The follow-up system was designed to collect data from both the beginning and experienced teacher. Naturally, only beginning teachers were followed-up as there were no experienced graduates of the program. A mail system was devised to collect data from the graduate and to provide access to a supervisor of the graduate.

The Vocational Teacher Education Evaluation Project, 1973, conducted by Dr. John H. Hillison, Western Kentucky University was utilized as a model. The complete packages of cover letters and questionnaires may be found in Appendix B of this report. The data presented in this chapter align with the questionnaires.

CAREER BASE LINE DATA

The sixteen followed-up graduates consisted of 13 males and three females. The graduates' mean age was 29.6 years with the most frequent age being 27 years. The age range was 22 years to 42 years. The graduates' backgrounds were either trade and industrial, or health occupations. The graduates had chosen eight different academic minors. A cross reference with the teaching areas indicated that one graduate was teaching in the minor area. The grade points reported by the students were rounded figures and did not provide data appropriate for statistical treatment. The educational field attracted 11 of the 16 graduates for full-time employment. Three of the five remaining students were involved with education as graduate students, or employed part-time. Further data for the non-teacher may be found in another section of this chapter. No graduate indicated difficulty in obtaining a teaching position.

The graduates entering education assumed positions in junior high, secondary, and post-secondary institutions. Only one of the students reported part-time employment in education. The mean hours of prior occupational work experience was 9,200 hours with a range of 4,000 hours to 20,800 hours. All the graduates were eligible for provisional vocational teacher certification. The mean pay earned per

month by the graduates was $905.50 with the most frequent salary per month being $1,000.

TEACHING SURVEY

The teaching survey data were collected via two questionnaires. The Preparation Evaluation questionnaire sought feedback related to curricular components, occupational education courses, and selected classroom competencies. The Non-Classroom Activities Survey sought feedback related to non-teaching competencies required of teachers. These competencies may or may not have been addressed in the program. The respondents to these two questionnaires were limited to the 11 respondents in teaching positions.

Curricular Components

The graduates rated the professional education component of the program "very good" or "good," with the majority rating being "very good." The general education courses were rated "very good" to "poor." The specialty courses transferred to The University of Michigan were rated "very good" or "good" with the majority of students rating the courses as "good." The frequency of response and mean responses for the curricular components may be found in Table 1.

TABLE 1

TEACHING GRADUATES' EVALUATION OF CURRICULAR COMPONENTS
OF UNDERGRADUATE OCCUPATIONAL TEACHER EDUCATION PROGRAM

N = 11

Questions	Number Responding					
	Very Good	Good	Poor	Very Poor	No Response	Average Rating
How would you rate the professional education courses as preparing you for the teaching profession?	6	5	0	0	0	1.45
How would you rate the general education courses in preparing you for the teaching profession?	4	5	2	0	0	1.82
How would you rate the specialty courses transferred to The University of Michigan in terms of preparing for the teaching profession?	2	9	0	0	0	1.82

Occupational Education Courses

The graduates in teaching positions were asked to rate the occupational teacher education courses as to usefulness, quality of instruction, and sufficiency of instruction. The courses included were taught by Occupational Education Program staff. Certain of the courses were elective and therefore were not rated by all graduates. The ratings for the six courses positively related for usefulness, quality of instruction, and sufficiency of instruction. The methods, micro-teaching and student teaching were rated higher than the other courses. The frequency of various ratings and mean responses for the occupational education courses may be found in Table 2.

Selected Classroom Competencies

The graduates rated selected classroom competencies as seriousness of problem to self, quality of instruction, and sufficiency of instruction. The competencies align with competencies for the program. However, because of quantity of competencies, the list was refined to 20 competencies. The responses indicated that few problems, related to the competencies, existed and the respondents felt the quality and sufficiency of instruction was "good" or better. The frequency and mean responses may be found in Table 3.

TABLE 2

GRADUATES' EVALUATION OF OCCUPATIONAL EDUCATION COURSES

N = 11

Rate the college course on each of the dimensions shown.	Usefulness of Course							Quality of Instruction						Sufficiency of Instruction						
	No Response	Not Taken	Of Great Value	Useful	Of Little Value	Useless	Average Response*	No Response	Very Good	Good	Poor	Very Poor	Average Response	No Response	Adequate	Little Instruction	Excessive	No Instruction	Average Response
		x	1	2	3	4			1	2	3	4			1	2	3	4	
Methods (D319)	..	..	10	1	..	..	1.10	..	7	4	..	..	1.36	1	10	..	..	..	1.00
A-V & Micro-Teaching (E462)	2	..	6	3	..	..	1.33	2	4	5	..	..	1.56	2	9	..	..	..	1.00
Inner City Workshop (E463)	..	4	2	4	1	..	1.57	4	2	5	..	..	1.71	4	4	3	..	..	1.42
Structured Work Experience (E362)	1	4	2	2	2	..	2.00	5	3	3	..	..	1.50	5	4	2	..	..	1.33
Student Teach. (D301)	..	2	8	1	..	..	1.11	2	4	5	..	..	1.55	3	6	2	..	1	1.55
Foundations of Occ. Education (E460)	1	1	2	5	2	..	2.00	2	3	6	..	..	1.66	2	7	2	..	..	1.22
Others	10	..	1	..	..	..	1.00	10	..	1	..	..	2.00	10	1	..	..	..	1.00

*The No Responses were not averaged into the average response.

TABLE 3

GRADUATES' EVALUATION OF SELECTED TEACHER COMPETENCIES

N = 11

Rate the skills on each of the three dimensions shown.	Seriousness of Problem to Self						Quality of Instruction						Sufficiency of Instruction					
	No Response	Not at all 1	Little 2	Substantial 3	Severe 4	Average Response	No Response	Very Good 1	Good 2	Poor 3	Very Poor 4	Average Response	No Response	Adequate 1	Little Instruction 2	Excessive 3	No Instruction 4	Average Response
Developing rapport with the students.	..	8	2	1	..	1.36	1	5	5	..	..	1.50	..	8	3	..	..	1.27
Teaching gifted students.	..	6	4	1	..	1.54	2	..	6	3	..	2.33	1	3	6	..	1	1.90
Teaching below average students.	..	1	8	1	1	2.18	2	1	7	1	..	2.00	..	6	4	..	1	1.64
Teaching mentally handicapped students.	1	4	5	..	1	1.80	4	..	3	4	..	2.57	2	1	5	..	3	2.56
Teaching physically handicapped students.	2	8	..	..	1	1.33	4	..	2	5	..	2.71	2	1	4	..	4	2.78
Teaching disrespectful students.	..	3	6	1	1	2.00	1	2	7	1	..	1.90	1	5	5	..	..	1.50

TABLE 3--Continued

N = 11

Rate the skills on each of the three dimensions shown.	Seriousness of Problem to Self						Quality of Instruction						Sufficiency of Instruction					
		Not at all	Little	Substantial	Severe	Average Response	No Response	Very Good	Good	Poor	Very Poor	Average Response	No Response	Adequate	Little Instruction	Excessive	No Instruction	Average Response
		1	2	3	4			1	2	3	4			1	2	3	4	
Teaching students of varying socio-economic levels.	..	5	5	1	..	1.64	..	3	7	1	..	1.82	..	7	3	..	1	1.55
Maintaining discipline.	..	5	4	2	..	1.72	..	3	8	..	..	1.72	..	9	2	..	..	1.18
Motivating students.	..	3	5	3	..	2.00	..	6	5	..	..	1.45	1	9	1	..	..	1.27
Faculty relationships.	..	5	6	..	..	1.54	2	2	5	2	..	2.00	..	6	4	..	1	1.63
Relationship with administrator.	..	6	2	3	..	1.73	2	3	2	4	..	2.11	..	4	5	..	2	2.00
Relationship with parents.	..	8	2	1	..	1.36	2	..	7	2	..	2.22	1	2	5	..	3	2.55
Relationship with people in community.	..	9	1	1	..	1.27	1	..	8	2	..	2.20	1	3	5	..	2	2.10

TABLE 3--Continued

N = 11

Rate the skills on each of the three dimensions shown.	Seriousness of Problem to Self						Quality of Instruction						Sufficiency of Instruction					
	No Response	1 Not at all	2 Little	3 Substantial	4 Severe	Average Response	No Response	1 Very Good	2 Good	3 Poor	4 Very Poor	Average Response	No Response	1 Adequate	2 Little Instruction	3 Excessive	4 No Instruction	Average Response
Test preparation and use.	1	4	5	1	..	1.70	2	5	4	..	..	1.44	1	8	2	..	..	1.20
Techniques of evaluating student performance.	..	7	2	2	..	1.55	..	5	6	..	..	1.55	..	9	2	..	..	1.18
Various teaching techniques.	..	8	2	1	..	1.36	..	9	2	..	..	1.18	..	11	..	..	..	1.00
Use of A-V aids.	..	9	1	1	..	1.36	1	8	2	..	..	1.20	..	10	..	..	1	1.27
Self-evaluation of teaching.	..	7	3	1	..	1.45	1	9	1	..	..	1.10	..	10	..	..	1	1.27
Lesson planning.	..	9	2	..	..	1.18	..	10	1	..	..	1.09	..	10	1	..	..	1.09
Program planning.	1	7	2	1	..	1.27	..	8	3	..	..	1.27	..	9	2	..	..	1.18

A total of eleven people were surveyed.

Non-Classroom Competencies

Feedback related to the frequency of graduates performing certain non-classroom competencies was sought. These competencies, for the most part, were not addressed in the preparation program. The most frequent non-response related to naming professional organizations. Certain of the items received high "no" responses. Perhaps this was due, in part, to the fact that these were beginning teachers and had not yet been required to perform the competency. The percentage of "yes," "no," and "no responses" for the 11 teaching graduates may be found in Table 4.

SUPERVISOR EVALUATION

Also included in the follow-up of graduates was a supervisor evaluation of each teaching graduate. Supervisors of graduates in teaching positions or other educational positions were asked to evaluate the teacher with two scales, General Characteristics and Teacher Evaluation which was divided into two sections. Each scale identified and defined the teacher qualities to be rated. Both evaluation forms also included ample space for additional comments. The additional comments did not yield data capable of statistical treatment. Therefore, none was reported.

TABLE 4

PERCENT OF TEACHING GRADUATES PERFORMING SELECTED NON-CLASSROOM ACTIVITIES

N = 11

Activity	Yes %	No %
Utilizing a departmental advisory council.	18	82
Conducting a survey with reference to community vocational needs.	9	91
Writing student performance objectives for vocational courses taught	*73	18
Developing an annual departmental budget.	36	64
Developing a long-range budget (3-5 years).	27	73
Developing an annual plan.	45	55
Developing a long-range plan (5 years).	18	82
Utilizing follow-up data on graduates of your department.	..	100
Utilizing a filing system.	82	18
Providing for safety of students.	73	27
Working with tools and equipment.	82	18
Conducting home visits.	9	91
Informing the public about occupational programs through the use of mass media.	55	45
Making presentations concerning the occupational programs to the general public.	36	64
Advising a student organization.	55	45
Belonging to professional organizations.	9	91
Any university courses taken since started teaching.	45	55
Placed co-op students in a work station.	27	73
Offered courses to adult students.	18	82
Filed state reports.	18	82

*No response from 9 percent.

GENERAL CHARACTERISTICS

Eight predetermined characteristics were rated by supervisors on a scale from above average to below average. See Appendix B for a copy. Three distinct rates were cited on the evaluation form, above average, average, and below average. The supervisors rated the teachers' characteristics along the scale, sometimes on the scale between the distinct ratings.

The eight characteristics were initiative, conscientious, tactful, expression, maturity, dependability, attitude, and occupational background. Of the nine evaluations reported, all teachers were rated average or better on all eight characteristics. In most cases the ratings were toward the above average rate.

TEACHER EVALUATION

Teacher evaluation was divided into two sections: teacher recommendation and dimensions of teaching. Each section utilized different rating scales. See Appendix B for a copy. Supervisors were asked to rate the teachers as related to their quality of teaching. The teacher recommendation section sought to acquire an indication of the likelihood of the teaching graduates to obtain recommendations for promotion, tenure, and reappointment. Each type

of recommendation was assuming teaching eligibility. Possible responses were "yes" and "no" with provisions given for additional comments.

Nine of the total eleven evaluations were returned. All nine responsed "yes" to each respective recommendation. See Table 5 for data.

TABLE 5

TEACHER EVALUATION - TEACHER RECOMMENDATIONS

N = 9*

Type Recommendation	Yes	No
Assuming this person is eligible, would you recommend promotion?	9	..
Assuming this person is eligible for tenure, would you recommend tenure?	9	..
Assuming this person is eligible for re-appointment as a probationary faculty member, would you recommend reappointment?	9	..

*Nine (9) of eleven (11) teaching graduates supervisor evaluations returned.

The dimensions of teaching section sought to acquire an indication of the teaching graduates' performances in four important dimensions. Subject matter competence, relations with students, appropriateness of assignments, and academic expectations and overall classroom effectiveness.

Each dimension was rated on a scale between one and five, the highest rating being five. See Table 6 for data. Ratings one, three, and five were each verbally defined in each dimension with definitions per respective ratings being different. The intermediate numbers, two and four, were also used for the expression of opinions. This section also included additional provisions for further comments.

The average response in each dimension was better than four, and in only one case of nine responses was any student rated less than four on any one dimension.

NON-TEACHING SURVEY

Graduates who did not go into teaching were also surveyed. The survey sought to determine two things. It sought to find what was the reason(s) graduates did not acquire teaching or teaching related positions. Also, it sought to determine future plans for acquiring teaching positions. All five graduates who fell into this category responded. See Appendix B for a copy of the instrument.

The first section of this survey presented seven possible reasons one would not go into teaching upon graduation and an eighth possibility which was left to be completed by the graduate if the other seven did not apply to his particular case. The seven reasons were as follows:

1. I do not feel prepared to teach.

TABLE 6

TEACHER EVALUATION - DIMENSIONS OF TEACHING

N = 9

Dimensions of Teaching	Rating Descriptions	Rate	No. of Responses	Average Response
Subject Matter Competence	Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain, and illustrate concepts and relationships.	5	5	
		4	4	
	Adequate understanding; most interpretations and explanations are clear.	3	..	4.56
		2	..	
	Knowledge of subject is limited; does not give clear explanations and illustrations.	1	..	
Relations with Students	Excellent rapport; feeling of good-will prevails; very interested in students; easily approached; students are challenged yet individuality is respected.	5	5	
		4	4	
	Adequate rapport shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor.	3	..	4.56

TABLE 6--Continued

Dimensions of Teaching	Rating Descriptions	Rate	No. of Responses	Average Response
		2	..	
	Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.	1	..	
Appropriateness of Assignments and Academic Expectations	Assignments are challenging; he allows for differences of ability but expects superior achievement; stresses important topics and concepts and avoids giving time to trivial details; demands critical and analytical thought; tests seem valid.	5	4	
		4	5	
	Most assignments are clear, reasonable and related to class work; expects understanding not memorization; recognizes individual differences among students but generally seems to ignore them; tests are usually related to assignments and class work.	3	..	4.44
		2	..	
	Assignments are unrealistic, often not clear, not related to class work; students do not know what the teacher expects; tests seem unrelated to assignments and class work.	1	..	
Overall Classroom Effectiveness	Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related; enthusiastic and stimulating; raises thought	5	4	

TABLE 6--Continued

Dimensions of Teaching	Rating Descriptions	Rate	No. of Responses	Average Response
	provoking questions; discussions are lively; pleasing manner, free from annoying mannerisms.	4	4	
	Usually well-prepared, purposes are usually clear; presentations are fairly well-organized; encourages student participation, objectionable mannerisms are not serious or numerous; asks some good questions.	3	1	4.33
	Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained; asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.	2	..	

2. I could not find a teaching position after graduation.
3. I decided I did not like teaching.
4. I never intended to teach.
5. I can make more money in another field.
6. I got married and have family responsibilities.
7. I am attending graduate school.

One graduate reported he could not find a teaching position after graduation, and another reported being in graduate school. Two graduates reported they could make more money in another field and one graduate gave other as his reason for not teaching. See Table 7 for data.

The second section of this survey presented five possible alternatives for future planning toward acquiring a teaching position, and a sixth option, other. The five alternatives were:

1. I am presently seeking a teaching position.
2. I am not presently seeking a teaching position but intend to by fall.
3. I am not presently seeking a teaching position but probably will in a few years (3-5 years).
4. I am not presently seeking a teaching position, but probably will in the distant future (10-20 years).

TABLE 7

NON-TEACHING SURVEY

N = 5

Reason(s) not Teaching	Number Responding
I do not feel prepared to teach.	..
I could not find a teaching position after graduation.	1*
I decided I did not like teaching.	..
I never intended to teach.	..
I can make more money in another field.	2
I got married and have family responsibilities.	..
I am attending graduate school.	1
Other	1

Future Outlook	Number Responding
I am presently seeking a teaching position.	2
I am not presently seeking a teaching position, but intend to by next fall.	1
I am not presently seeking a teaching position, but probably will in a few years (3-5 years).	1
I am not presently seeking a teaching position but probably will in the distant future (10-20 years).	1
I am not presently seeking a teaching position and probably never will.	..
Other	..

*In geographic area desired.

5. I am not presently seeking a teaching position and probably never will.

Two graduates reported they were presently seeking teaching positions while one was not presently seeking a position but intended to by fall. One graduate reported he was not presently seeking a teaching position but probably would in three to five years, and another reported the probability of seeking a position in ten to twenty years. See Table 7 for data.

SUMMARY

The occupational education staff sought to develop a system for follow-up and to pilot the system with the first sixteen graduates. The system appeared to provide useful data with a minimum of effort on the part of university staff, former students, and employers.

The data for the first sixteen graduates was of great interest. However, the small number of graduates, the graduates having only taught eight months, and the fact that the program has been revised since the graduates participated, limits usefulness in curricular design. The staff was particularly encouraged and reinforced by the results. No doubt the follow-up task will be looked to with great anticipation in the future.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The conclusions related to this project evolved via the judgmental process. Six concluding remarks were drawn. The remarks aligned with the six general objectives. The staff wished to acknowledge and affirm that the University of Michigan's Occupational Teacher Education Program was designed as an alternate approach to traditional occupational teacher preparation. Thus, the approach should be scrutinized as an alternate - not a replacement. Should other schools desire replication, the efforts are welcomed.

CONCLUSIONS

1. Professional occupational teacher education competencies could be identified and validated. The work associated with "The Model Vocational-Technical Teacher Education Curricula" project, The Center for Vocational-Technical Education, The Ohio State University, provided valuable data. The University of Michigan's Occupational Education staff advisory committee composed of vocational education leaders, the University of Michigan's Occupational Education Review Committee, and follow-up data supported the conclusion.

2. Across-the-board occupational teacher education, was a viable and desirable approach to providing occupational teacher training.

3. The identification and implementation of learning experiences to prepare occupational teachers to work with the disadvantaged and handicapped remained an unsolved task. No satisfactory total system evolved. However, certain positive efforts accrued.

4. Students did desire optional approaches to meeting competencies required for the profession of teaching. The staff was convinced that the major constraint was our imagination. Internal and external flexibility existed.

5. Community college and graduates of select vocational-technical schools made excellent prospects for teachers of occupational education. Students with these backgrounds competed handsomely with other university students, performed beautifully as student teachers, and received outstanding ratings during their first year of teaching.

6. Competency oriented capstone programs provided an excellent base from which to construct in-service teaching programs. However, certain limitations, mainly day oriented general education offerings, made The University of Michigan, Ann Arbor, most appropriate for a preservice program.

The recommendations for the project were also products of the judgmental process. Many recommendations evolved and were implemented during the previous four phases. Chapter III of this report provided an excellent description of functional recommendations. The reader is urged to consider the information from Chapter III as substantive recommendations. However, the Occupational Education Staff provided for further consideration several other general recommendations. The recommendations are enumerated below:

RECOMMENDATIONS

1. The occupational teacher education approach developed and implemented at The University of Michigan should be continued. The staff further recommends that concentrated and equal attention be given the recruitment, educational, and placement components of the program.

2. The program should be fully institutionalized with funds directed through the School of Education.

3. The faculty to student ratio should be no larger than one to thirty. Additional secretarial and graduate assistant support should be provided.

4. The disadvantaged and handicapped portions of the program should be strengthened. An entire section of students aspiring to teach the handicapped should be recruited. Naturally, the educational program should be tailored to their needs.

5. An inservice option for part-time students should be developed. This option might most appropriately be delivered at Flint or Dearborn University of Michigan.

6. A request for inclusion of all vocational certification areas should be made to the State Board of Education. This would permit recruitment of students in the agricultural and home economics areas.

7. Investigate the feasibility of providing a dual vocational and industrial arts certification program option for certain graduates.

8. Develop an on-going research component into the program to address alternate approaches to each phase of the program.

9. Encourage a broader dissemination of the program model and development of cooperative relationships with other teacher training institutions.

10. Continue an on-going identification and validation process for professional education competencies. Equal attention should be given to elimination and addition of competencies.

11. Continue to develop and secure professional education modules. Ultimately a student should have the option of developing competence via either group or an individualized approach.

12. Investigate the feasibility of paid internships for preservice teachers. The use of preservice students as teacher aides might well be the desired option.

13. Develop a beginning teacher course to help bridge the gap for the new teacher.

14. Continue to recruit students into the program, based upon supply/demand trends for teachers. Supplement this process with more data related to supply/demand of teachers.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

We've come a long way. We've further to go. We like what we've done. We hope to do better.

APPENDIX A

ABSTRACT OF THE 1973 HEALTH OCCUPATIONS CURRICULUM DEVELOPMENT INSTITUTE

The 1973-74 University of Michigan, Occupational Education Programs' Health Occupations Curriculum Development Institute sponsored by the University of Michigan, School of Education, Smart Family Foundation, National Institutes of Health, and Michigan Department of Education, brought together 24 secondary and post-secondary health occupations instructional personnel from programs in Michigan. The disciplines of nursing, radiologic technology, respiratory therapy, occupational therapy, medical emergency technology, dental hygiene, dental assisting, and medical laboratory technology were represented. Each participant was either an instructor or administrator of a high school vocational program, or a community college or university technical program. Educational backgrounds of the participants varied from on-the-job training with no formal post-secondary education, to Ph.D. candidates.

Ten semester hours of credit were earned and were applicable to either undergraduate or graduate degrees. However, students were not required to be enrolled in a degree program.

The primary purpose of the institute was to assist Michigan health occupation teachers to develop learner and

and performance oriented curriculum. The institute's purpose was addressed through three phases:

1. Selection of participants.
2. Curriculum development.
3. Implementation of curricula.

The selection phase took place between January 28, and March 20, 1973. The curriculum development phase took place during the period between July 8, and August 31, 1973. The implementation phase occurred during academic school year 1973-1974.

Selection of Participants

Participants were selected from those areas of health that were defined by licensure, certification, or registration. Only instructional personnel who possessed current licensure, certification, or registration in their own health disciplines were eligible for admission and only instructional personnel for vocational and technical programs in Michigan were admitted. Nominations, formal application, interviews, and admission to the university were selection steps.

Curriculum Development Phase

The curriculum development phase occurred during an intensive eight week institute which was campus based. The participants were involved in a curriculum workshop during three days each week. Each participant identified and validated competencies required within their health occupation.

The competencies were combined with basic learning/teaching theories, principles, and methods. These efforts produced modularized curricula for field testing in their respective schools.

Two days weekly were spent in clinical experiences within The University of Michigan's medical and dental complexes. Each student designed individualized clinical experiences in cooperation with a contact person from the Medical Center or School of Dentistry. Each clinical day culminated with a seminar focused on humanness in the delivery of health care. The campus-based portions of the institute were closely related.

Implementation of Curricula

The implementation phase occurred during academic school year 1973-1974. Monthly Saturday seminars were held to facilitate the implementation process. Problems and successes of implementation mandated the seminar structure. Participant enthusiasm for the curricular approach was exemplified by two products of the seminars. First, the participants decided to share with each other, at their expense, copies of all modules developed. Secondly, the participants helped plan and execute a state-wide conference for other health occupations teachers. Approximately 150 people attended the conference on January 26, 1974.

The following observations were drawn regarding the institute:

1. It was possible to recruit instructors for an eight week campus based intensive learning experience that combined classroom instruction with clinical experiences.

2. Participants in this type of institute could develop student oriented and performance based curricula.

3. Participation in clinical experiences, concurrently with instruction in curriculum design, did lead to inclusion of different practitioner oriented content.

4. Interdisciplinary learning experiences among health technicians and professionals was a useful tool to facilitate dialogue among representatives of different health occupations and differing levels of the same profession.

5. Interest in articulation of health programs could be stimulated through planned dialogue regarding articulation.

6. Clinical experiences could result in the conscious awareness of student feelings in the clinical setting.

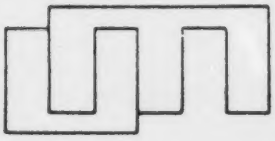
7. Student centered approaches could produce a high level of involvement and motivation among the students involved.

8. The variety of professional educational and teaching backgrounds provided rich resources for each participant.

Further information regarding The University of Michigan's Occupational Education health occupations project may be obtained by direct contact with Ms. Madge Attwood or Dan Vogler.

APPENDIX B

FOLLOW-UP COVER LETTERS AND QUESTIONNAIRES



THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Occupational Education Programs
Telephone: 313-764-8423

The Occupational Education Program is conducting a follow-up of graduates. We are requesting information to assist us in improving our program. Your input will assist both us and future students.

The information requested will take only a few minutes of your time. Please complete the enclosed forms as directed. Return the forms in the enclosed self-addressed envelope. Your responses will be confidential. Responses will be reported only for the group.

Sincerely yours,

Daniel E. Vogler, Coordinator
Undergraduate Occupational
Teacher Education Program

DEV/lk

P.S. Please return both Packet A and Packet B.

THE UNIVERSITY OF MICHIGAN
OCCUPATIONAL EDUCATION PROGRAMS

CAREER BASE LINE DATA

1. Name _____

2. Address _____

_____

3. Age _____ 4. Sex _____

5. Graduated from U-M: Month: _____ Year: _____

6. Major (Area of Concentration) _____

7. Minor _____

8. Grade Point Average

A. Major GPA _____ C. Prof. Ed. GPA _____
B. Minor GPA _____ D. Total GPA _____

9. Are you presently employed in education? Yes _____ No _____

IF NO, STOP HERE AND COMPLETE PACKET B.

- -

10. If you are presently employed in education:

A. Full-time _____ Part-time _____
B. Position _____
C. Subject matter _____ Grade Level _____
D. Employing Educational Institution _____
_____
E. Address _____
_____

11. Have you had any occupational experience related to your present teaching field? Yes _____ No _____
If YES, how many hours of experience? _____

12. Current salary per month: _____

13. Please provide the following regarding the supervisor of your work. This person will be asked to provide information.

Name _____
Title _____
School _____
Address _____
City, State, Zip _____

COMPLETE PACKET A

PACKET A

THE UNIVERSITY OF MICHIGAN
OCCUPATIONAL EDUCATION PROGRAMS

PREPARATION EVALUATION

Name _____ School _____

PLEASE CIRCLE YOUR CHOICE

	Very Good	Good	Poor	Very poor
1. How would you rate the professional education courses as preparing you for the teaching profession?	1	2	3	4
2. How would you rate the general education courses in preparing you for the teaching profession?	1	2	3	4
3. How would rate the specialty courses transferred to The University of Michigan in terms of preparing for the teaching profession?	1	2	3	4

Rate the college courses (on the following page) on each of the three dimensions shown. 1) How useful or relevant has the course been to your teaching? 2) What was the quality of the instruction in the course? 3) How sufficient was the instruction in the course? If you did not take the course at The University of Michigan, please indicate so by circling the appropriate "x."

BEST COPY AVAILABLE

	Usefulness of Course					Quality of Instruction				Sufficiency of Instruction			
	Not Taken	Of Great Value	Useful	Of Little Value	Useless	Very Good	Good	Poor	Very Poor	Adequate	Little Instruction	Excessive	No Instruction
4. Methods (D319)	x	1	2	3	4	1	2	3	4	1	2	3	4
5. A-V and Micro-Teaching (E462)	x	1	2	3	4	1	2	3	4	1	2	3	4
6. Inner City Workshop (E463)	x	1	2	3	4	1	2	3	4	1	2	3	4
7. Structured Work Experience Seminar (E362)	x	1	2	3	4	1	2	3	4	1	2	3	4
8. Student Teaching (D301)	x	1	2	3	4	1	2	3	4	1	2	3	4
9. Foundations of Occupational Ed. (E460)	x	1	2	3	4	1	2	3	4	1	2	3	4
10. Other _____	x	1	2	3	4	1	2	3	4	1	2	3	4

Rate each of the items (on the following page) on the three dimensions shown. 1) How serious is the problem for you in your teaching situation? 2) How would you evaluate the quality of your college preparation in this area? 3) How sufficient was your college preparation in this area?

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
	Not at All	Little	Substantial	Severe	Very Good	Good	Poor	Very Poor	Adequate	Little Instruction	Excessive	No Instruction
11. Developing rapport with students.	1	2	3	4	1	2	3	4	1	2	3	4
12. Teaching gifted students.	1	2	3	4	1	2	3	4	1	2	3	4
13. Teaching below average students.	1	2	3	4	1	2	3	4	1	2	3	4
14. Teaching mentally handicapped students.	1	2	3	4	1	2	3	4	1	2	3	4
15. Teaching physically handicapped students.	1	2	3	4	1	2	3	4	1	2	3	4
16. Teaching disrespectful students.	1	2	3	4	1	2	3	4	1	2	3	4
17. Teaching students of varying socio-economic levels.	1	2	3	4	1	2	3	4	1	2	3	4
18. Maintaining discipline.	1	2	3	4	1	2	3	4	1	2	3	4
19. Motivating students.	1	2	3	4	1	2	3	4	1	2	3	4
20. Faculty relationships.	1	2	3	4	1	2	3	4	1	2	3	4
21. Relationship with administration.	1	2	3	4	1	2	3	4	1	2	3	4

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
	Not at All	Little	Substantial	Severe	Very Good	Good	Poor	Very Poor	Adequate	Little Instruction	Excessive	No Instruction
22. Relationship with parents.	1	2	3	4	1	2	3	4	1	2	3	4
23. Relationship with people in community.	1	2	3	4	1	2	3	4	1	2	3	4
24. Test preparation and use.	1	2	3	4	1	2	3	4	1	2	3	4
25. Techniques of evaluating student performance.	1	2	3	4	1	2	3	4	1	2	3	4
26. Various teaching techniques.	1	2	3	4	1	2	3	4	1	2	3	4
27. Use of audio-visual aids.	1	2	3	4	1	2	3	4	1	2	3	4
28. Self-evaluation of teaching.	1	2	3	4	1	2	3	4	1	2	3	4
29. Lesson planning.	1	2	3	4	1	2	3	4	1	2	3	4
30. Program planning.	1	2	3	4	1	2	3	4	1	2	3	4

THE UNIVERSITY OF MICHIGAN
OCCUPATIONAL EDUCATION PROGRAMS

NON-CLASSROOM ACTIVITIES SURVEY

Name _____ School _____

DIRECTIONS

In the following, you will find a number of non-classroom activities which an occupational teacher may carry out. Please respond to each activity completed by you or which will be completed by you by the end of the school year by circling YES. Those activities which you will not complete should be circled NO. For each YES response there will be somewhat more detailed information requested.

1. Utilize a departmental advisory council YES NO
   No. of meetings _____
   No. of council members _____

2. Conduct a survey with reference to community vocational needs YES NO
   No. of people contacted _____

3. Write student performance objectives for vocational courses taught YES NO
   Approximate No. of objectives written _____

4. Develop an annual departmental budget YES NO
   Check the following which were parts of the budget
   _____ Tools
   _____ Equipment
   _____ Reference books
   _____ Consumable supplies
   _____ Travel expense
   _____ Other -- Please name _____

5. Develop a long range budget (3-5 years) YES NO

Check the following which were parts of the budget

_____ Tools
_____ Equipment
_____ Reference books
_____ Consumable supplies
_____ Travel expense
_____ Other -- Please name _____
_____

6. Develop an annual plan YES NO

Check the following which were included

_____ New equipment
_____ New supplies
_____ New courses
_____ Additional faculty
_____ Disadvantaged program
_____ Handicapped program
_____ Cooperative program
_____ Anticipated enrollment

7. Develop a long range plan (5 year plan) YES NO

Check the following which were included

_____ New equipment
_____ New supplies
_____ New courses
_____ Additional faculty
_____ Disadvantaged program
_____ Handicapped program
_____ Cooperative program
_____ Anticipated enrollment

8. Utilize follow-up data on graduates of your department YES NO

Percentage of last year's graduates from whom data were collected _____

9. Utilize a filing system YES NO

Check the following which are appropriate

_____ For instructional materials
_____ For student records
_____ For state reports
_____ For information on occupational opportunities

Were you able to use existing file system _____
Or utilize a new filing system _____

10. Provide for safety of students — YES NO
    Check the appropriate ones provided
    _____ Require safety apparel
    _____ First aid equipment available
    _____ Safety instruction

11. Work with tools and equipment — YES NO
    Check if applicable
    _____ Inventory tools and equipment
    _____ Repair and service tools and equipment

12. Conduct home visits — YES NO
    Average No. of home visits per student _____

13. Inform the public about occupational programs through the use of mass media — YES NO
    No. of newspaper articles _____
    No. of radio programs _____
    Departmental brochure _____
    Other means _____

14. Make presentations concerning the occupational program to the general public — YES NO
    No. of presentations _____

15. Advised a student organization — YES NO
    Name of organization _____
    No. of meetings held _____
    No. of contests entered _____
    Held a banquet Yes _____ No _____

16. Belong to professional organizations — YES NO
    Acronyms of professional organizations joined _____
    No. of district and/or regional meetings attended _____
    No. of workshops attended _____

17. University courses taken since started teaching YES NO
    No. of graduate hours earned _____
    No. of undergraduate hours earned _____

18. Placed co-op students in a work station YES NO
    No. of students cooperatively placed _____
    Employer-employee contract utilized Yes _____ No _____
    No. of students assisted in obtaining a work permit _____
    No. of supervisory visits per co-op student _____

19. Offered courses to adult students YES NO
    No. of courses _____
    No. of adults enrolled _____

20. Filed state reports YES NO
    _____ Mileage report
    _____ Other reports -- Please name _____

PACKET B

THE UNIVERSITY OF MICHIGAN
OCCUPATIONAL EDUCATION PROGRAMS

NON-TEACHING SURVEY

Place a check mark in front of each statement which describes best the reason(s) why you are not presently teaching.

_____ 1. I do not feel prepared to teach.
_____ 2. I could not find a teaching position after graduation.
_____ 3. I decided I did not like teaching.
_____ 4. I never intended to teach.
_____ 5. I can make more money in another field.
_____ 6. I got married and have family responsibilities.
_____ 7. I am attending graduate school.
_____ 8. Other_____

Please describe your present outlook toward teaching by checking the appropriate statement(s).

_____ 1. I am presently seeking a teaching position.
_____ 2. I am not presently seeking a teaching position, but intend to by next fall.
_____ 3. I am not presently seeking a teaching position, but probably will in a few years (3-5 years).
_____ 4. I am not presently seeking a teaching position, but probably will in the distant future (10-20 years).
_____ 5. I am not presently seeking a teaching position and probably never will.
_____ 6. Other_____

Other Comments:

THE UNIVERSITY OF MICHIGAN
School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

Occupational Education Programs
Telephone: 313-764-8423

The Occupational Education Program at The University of Michigan is conducting a follow-up of graduates.

We are requesting information to assist us in improving our program. Your input will assist both us and future students. The employee listed on the attached form has indicated that you could provide evaluative information.

The information requested will take only a few minutes of your time. Please complete the enclosed forms as directed. Return the forms in the enclosed self-addressed envelope. Your responses will be confidential. Responses will be reported only for the group.

Sincerely yours,

Daniel E. Vogler, Coordinator
Undergraduate Occupational
Teacher Education Program

DEV/lk

THE UNIVERSITY OF MICHIGAN
OCCUPATIONAL EDUCATION PROGRAMS

GENERAL CHARACTERISTICS SURVEY

DATE _____ TEACHER _____ EVALUATOR _____

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
A. Initiative--takes the lead--willing to take responsibility--is an organizer.	/	/	/
B. Conscientious--industrious--hard working--sincere--wants to do a good job--is prepared.	/	/	/
C. Tactful--skillful in dealing with delicate situations--keen sense of what to say or do to avoid offense--diplomatic.	/	/	/
D. Expression (oral and written)--can speak and talk with students and others--expresses self clearly good talker--good writer--good listener.	/	/	/
E. Maturity--acts his age--acts more like an adult than a boy--grown up--not kiddish.	/	/	/
F. Dependability--reliable--trustworthy.	/	/	/
G. Attitude--is eager and optimistic, highly interested in becoming a teacher--enthusiastic about his work--willing to learn and to take suggestions--professional spirit.	/	/	/
H. Occupational Background--knows subject matter--can perform necessary job skills--experience is well-rounded and practical.	/	/	/

I. Other Comments:

_____

_____

_____

THE UNIVERSITY OF MICHIGAN
OCCUPATIONAL EDUCATION PROGRAMS

TEACHER EVALUATION BY SUPERVISOR

Name of Teacher Evaluated _____ School _____

As a part of the continuing evaluation of select faculty of The University of Michigan's Occupational Teacher Education Program, you are being asked to evaluate one of your fellow faculty members. Please answer the following items as candidly and consisely as possible. You may use the back of this page if additional space is needed.

1. Assuming this person is eligible, would you recommend promotion?

   Yes No Comment:

2. Assuming this person is eligible for tenure, would you recommend tenure?

   Yes No Comment:

3. Assuming this person is eligible for reappointment as a probationary faculty member, would you recommend reappointment?

   Yes No Comment:

In order to help us be informed regarding the quality of our graduates' teaching, you are requested to indicate your opinion of this instructor's performance in the four important dimensions of teaching described on the following pages. The highest rating is number 5; the lowest is number 1. Please encircle the number that represents your opinion of the instructor. Three of the five ratings for each dimension are described by words and phrases printed to the left of the numbers. The intermediate numbers may also be used for the expression of your opinions.

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Subject Matter Competence	Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain and illustrate concepts and relationships.	5
		4
	Adequate understanding; most interpretations and explanations are clear.	3
		2
	Knowledge of subject is limited; does not give clear explanations and illustrations.	1
Relations with Students	Excellent rapport; feeling of good-will prevails; very interested in students; easily approached; students are challenged yet individuality is respected.	5
		4
	Adequate rapport shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor.	3

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
		2
	Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.	1
Appropriateness of Assignments and Academic Expectations	Assignments are challenging; he allows for differences of ability but expects superior achievement; stresses important topics and concepts and avoids giving time to trivial details; demands critical and analytical thought; tests seem valid.	5
		4
	Most assignments are clear, reasonable and related to class work; expects understanding not memorization; recognizes individual differences among students but generally seems to ignore them; tests are usually related to assignments and class work.	3
		2
	Assignments are unrealistic, often not clear, not related to class work; students do not know what the teacher expects; tests seem unrelated to assignments and class work.	1
Overall Classroom Effectiveness	Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related; enthusiastic and stimulating; raises thought provoking questions; discussions are lively; pleasing manner, free from annoying mannerisms.	5

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
		4
	Usually well-prepared, purposes are usually clear; presentations are fairly well-organized; encourages student participation; objectionable mannerisms are not serious or numerous; asks some good questions.	3
		2
	Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained; asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.	1

You may wish to comment further on this instructor's teaching performance. If so, you may use the space below and the back of this page.